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IDENTIFIERS	Education Amendments 1974; *Michigan

ABSTRACT

The major goals of this project were (1) to provide high school staff members with an understanding of the process of infusing career education into the curriculum and the capability of applying it in daily classroom lessons, (2) to develop material suitable for use in the process of infusing career education into the high school curriculum, and (3) to provide high school students with a curriculum infused with career education concepts and skills. Thirty-two senior high school staff members were trained in the career development phase of the Michigan model of career education. In examining the specific objectives of the major goals, a third-party evaluator found that 223 of the expected 360 examples were written; students did not demonstrate an increase in self-awareness; and students did not demonstrate increased knowledge of careers. The third-party evaluator also found that training was provided for project teachers, criteria for infusion examples was established, and a slide-tape presentation was completed. (The slide-tape script and final evaluation report are appended.) (LRA)

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FINAL PROJECT PERFORMANCE REPORT

PROJECT ENTICE

"ENLISTING TEACHERS IN INFUSING CAREER EDUCATION"

December 22, 1978

BEST COPY AVAILABLE

OE 021 760

Dennis C. Laurain
Project Director

Alan C. Klaas, Ph.D.
Evaluator

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F. Project ENTICE Slide/Tape Script

G. Final Evaluation Report

CAREER EDUCATION PROJECT
PROJECT PERFORMANCE REPORT

1. Project Number: 554AH7034

2. Grant Number: G0077C0106

3. Nature of Report: Final Report

4. Project Title: ENTICE "Enlisting Teachers in Infusing Career Education"

5. Period Covered by this Report: April 1, 1978 through September 30, 1978

6. Category of Project: Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school.

7. Name of Project Director: Dennis C. Laurain

8. Name and Address of Grantee:

Livonia Public Schools School District
15125 Farmington Road
Livonia, Michigan 48154
313/422-1200

INTRODUCTION

The major emphasis and efforts for Project ENTICE, which have remained constant throughout the year, have been to complete the goals and performance objectives of the project as written. This was accomplished in most cases, with the exceptions being noted in the evaluation section of this report.

The primary focus of this final report will be to highlight the accomplishments and activities of the project which were not previously reported. Please see Mid-Year Project Performance Report for Project ENTICE, March 31, 1978.

MAJOR ACTIVITIES

The major activities of the project during this reporting period have focused on the implementation of the career education infused lessons into the participating teachers existing curriculum, the evaluation of these lessons, the development of the Handbook of Career Education Infusion Lessons, and the dissemination of the products and processes of the project.

Project ENTICE itself has succeeded in becoming an integral part of Stevenson High School's curriculum as well as serving as a model for this district and other districts throughout Michigan and the country. As evidenced by the number of inquiries, visitors and plaudits bestowed, project ENTICE has succeeded in providing a comprehensive career education framework for other high schools to emulate.

Major accomplishments of the total project have included:

-- Final development of the infusion lessons. Over 223 lessons utilizing existing course content to teach concepts skills, attitudes and knowledge of career education were written.

-- Summer writing workshops for teachers were held to develop lessons in addition to those developed during the school year.

-- Four teachers not formally trained in the initial project workshops, joined the project team, were individually trained by the director, wrote and infused career education lessons.

-- Implementation of the career education infused lessons by participating teachers to determine their effectiveness and insure their completeness.

-- Twenty career assemblies were held to increase student awareness of the career opportunities available.

-- A slide/tape presentation describing the project and Stevenson High School's comprehensive career education program was developed.

MAJOR ACTIVITIES, cont.

-- A handbook of 200 teacher developed career education infusion lessons was developed, printed and disseminated.

-- Increased use of the school's Career Information Center by complete classes, counselor groups, and individual students and staff.

-- The installation of a computer terminal for the M.O.I.S. (Michigan Occupational Information System) in the Career Information Center.

-- The post-testing of students involved in the project.

-- Hosting visitors to observe the project in action, view the slide/tape presentation, visit the Career Information Center, talk with students and teachers involved in the project, and receive a packet of career education materials, sample infusion lessons and the Handbook of Infusion Lessons if desired.

-- Project director, curriculum specialist and project teachers consulting with other school districts and making workshop and conference presentations to disseminate the processes and products of the project.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experiences, etc.

FORM APPROVED
OMB NO. 51-R187

NUMBER OF PARTICIPANTS (Do NOT duplicate) AND ARE	RACE/ETHNICITY (all Participants, including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column 6) NUMBER AND ARE			OF THE TOTAL (column 6) NUMBER AND ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)	--	6	--	1018	8	1032	25	--	3	488	544
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB TOTAL		6		1018	8	1032	25	--	3	488	544
EDUCATIONAL PERSONNEL											
TEACHERS				29							
COUNSELORS				2							
ADMINISTRATORS				1							
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS											
OTHER (specify) Librarian				1							
TOTAL				33							

OE FORM 467, 2-76

DISSEMINATION ACTIVITIES

In addition to the dissemination activities that were described in the midyear report, the following additional activities have taken place:

-- An additional 158 brochures, describing the project and inviting persons to visit, were mailed to select individuals, agencies, superintendents and principals of the public and non-public schools in the seven county area surrounding metropolitan Detroit. This number was in addition to the 250 brochures mailed prior to the midyear report.

-- On April 14, 1978 the project was presented to 65 senior high school teachers and counselors in a career education workshop held at the Wayne County Intermediate School District Center. Following the slide/tape presentation to the total group by the project director, five project teachers conducted individual workshops demonstrating the infusion process in their subject area.

-- On April 17, 1978 the project was presented to 46 members of the Livonia Rotary Club by the project director. The slide/tape presentation was shown and project brochures were distributed.

-- On May 10, 1978 the project was presented to the Vocational Education Director and the High School Principal of Rochester Public Schools by the project director. The slide/tape presentation was shown and brochures were distributed.

-- On May 11, 1978 as part of the U.S. Office of Education's funded project, "Increasing Collaborative Efforts in Career Education, K-12, A Series of Mini-Conferences," the project was presented to the visiting team members and their local counter-parts during their exemplary site visit to Livonia, by the project director.

-- On May 17, 1978 the ENTICE slide/tape presentation was shown and the project discussed at a career education open house for parents of Stevenson High School students by the project director.

-- On May 24, 1978 the project was discussed, the slide/tape presentation was shown, and brochures and example lessons were distributed to Dr. Cas Heilman and a group of eleven Michigan State University graduate students by the project director.

-- On May 31, 1978 the project was discussed, the slide/tape presentation was shown, and brochures and example lessons were distributed to 32 Livonia Junior and Senior High School teachers involved in another career education project, Project CEBY, by the project director.

-- On June 2, 1978 the project was presented to Dr. Caroline Kirby, Consultant in Career Education from the State of Michigan's Office of Career Education, by the ENTICE director.

DISSEMINATION ACTIVITIES, cont.

-- On June 7, 1978 the slide/tape presentation was shown and brochures were distributed to the 18 members and guests present at the State of Michigan's Career Education Planning District (CEPD) #42 Council meeting by the project director.

-- On June 21, 1978 the project was presented at the M.O.E.A. (Michigan Occupational Educational Association) Sixth Annual Conference held in Grand Rapids, Michigan, to 26 educators representing school districts throughout the state by the project director. The slide/tape presentation was shown and career education materials were distributed.

-- During the months of May and June, 1978 the slide/tape presentation was shown to twelve Stevenson High School classes (373 students) participating in the project by the project director.

-- During the months of June and July, 1978 the Handbook of Teacher-Developed Career Education Infusion Lessons was edited and typed, and printed during the months of August and September. During the months of October, November and December, the Handbook was mailed and distributed to those individuals requesting copies.

-- During the months of November and December, 1978 approximately 300 additional copies of the Handbook were reprinted and mailed to each senior high school principal in the County of Wayne, by the Wayne County Intermediate School District's Consultant in Career Education, Dr. Phyllis Robinson.

-- On September 12, 19 and 26, 1978 the project director and curriculum specialist presented the project to 38 Trenton High School teachers, counselors, and the curriculum director for the district, during three half-day inservice workshops at Trenton Public Schools.

-- On September 28, 1978 the curriculum specialist and one project teacher presented the career education infusion process to 36 teachers during the third phase of the Cycle III Career Education Workshop held at the Wayne County Intermediate School District Center.

-- On October 4, 1978 the Handbook of Infusion Lessons was presented to members of the local C.E.P.D. Council members by the project director.

-- On October 26, 1978 a project update presentation was made to the Stevenson High School staff by the project director.

-- On October 30, 1978 the project was presented to 32 teachers, counselors, and administrators representing secondary schools in the Kent County Intermediate School District, Grand Rapids, Michigan by the project director. The slide/tape presentation was shown and the Handbook of Infusion Lessons plus other career education materials were distributed.

-- On November 30, 1978 the project was presented to approximately 28 counselors from Wayne County school districts at the Intermediate School District Center, during a fall counselor workshop in career education by the project director.

DISSEMINATION ACTIVITIES, cont.

-- During the months of October and December, 1978 a project teacher presented the project to teachers, counselors and administrators in two different Michigan school districts, Bad Axe and Sebewaing-Unionville. The slide/tape presentation was shown and materials distributed.

-- On December 19, 1978 the project director presented the project to eleven teams of educators (administrators, counselors, teachers, and media personnel) at a career education workshop held at the Gratiot-Isabella Intermediate School District Center in Ithaca, Michigan. The slide/tape presentation was shown, and the Handbook of Infusion Lessons and other materials were distributed.

-- The following news releases describing the project and/or aspects of career education at Stevenson High School were printed:

- In May, 1978 the article "Livonia Schools Implement Michigan Model - Project ENTICE" appeared in the third issue of PEP, the intercommunication newsletter among demonstration and state plan projects. (see appendix A)
- In May, 1978 the article "ENTICE Infuses Career Education" appeared in the Livonia School District Community Newsletter - DIALOGUE, which was circulated to all residences in the city. (see appendix B)
- On May 25, 1978 the article "Curriculum Improved by Infusion," appeared in the Livonia Observer Newspaper. The edition the article appeared in has a circulation in four cities reaching 63,933 customers. (see appendix C)
- In May, 1978 the article "Career Education at Stevenson" appeared in the Principal's Newsletter, which is circulated to the parents and students of Stevenson High School. (see appendix D)
- In May, 1978 the article "Wanted: Career Information" appeared in the Stevenson Spotlight, the school's student newspaper. (see appendix E)

-- A procedure was established to inform visitors of the activities of the project. The procedure included viewing the slide/tape presentation which describes the project and the school's total comprehensive career education program, touring the Career Information Center, talking with students and/or teachers involved in the project, receiving a package of career education materials and sample infusion lessons, and the Handbook of Teacher Developed Career Education Infusion Lessons if desired.

-- The following visitations to our school were made:

- On April 19, 1978 the project was presented to four visiting placement and career education counselors, and their assistants from Garden City Public Schools.
- On April 27, 1978 the project was presented to Dr. Hanson from the University of Michigan's School of Education, during an accreditation visit.

DISSEMINATION ACTIVITIES, cont.

Visitations -

- On May 3, 1978 the project was presented to the area exploring executive from the Boy Scouts of America. Arrangements were made at that time to share services and use the school's career survey to inform our students of the "Explorer Career Posts" available to them.
- On May 10, 1978 the project was presented to two visiting counselors from the Dearborn Public Schools.
- On May 17, 1978 the project was presented to the Career Education Coordinator from Plymouth Public Schools. It should be noted that the Coordinator, Mr. Donald Chumbly, is duplicating many of the materials and procedures of our program for his program.
- On May 22, 1978 the project was presented to three counselors from two different high schools in Taylor Public Schools, and two counselors and a media specialist from Romulus Public Schools.
- On June 5, 1978 the project was presented to the Career Education Specialist from Lathrup High School in Southfield, Michigan.
- On June 7, 1978 the project was presented to a parochial high school counselor from Madison Heights, Michigan.
- On June 12, 1978 the project was presented to the Director of Guidance for Lathrup High Schools, Southfield Public Schools.
- On October 6, 1978 the project was presented to the distributive education teacher/coordinator from Northwestern High School, Detroit Public Schools.
- On October 10, 1978 the project was presented to two resource center personnel from Garden City Public Schools.
- On November 8, 1978 the project was presented to five members of the Detroit Public Schools' Career Education Project, Mrs. Patricia Pettress, Director.
- On December 13, 1978 the project was presented to a Ypsilanti High School counselor and three Dearborn High School counselors.
- On December 20, 1978 the project was presented to a visiting team of Fowlerville High School educators; a reading consultant, counselor, English teacher and librarian.

SPECIAL ACTIVITIES

The crisis counselor who works with socially impaired students and the special education teacher who works with educable mentally impaired students, were both actively involved in the project, writing and implementing career education infused lessons. A visual interest inventory (Picture Interest Exploration Survey) was purchased with project funds primarily for their use.

In addition to performing their project duties, the project director and curriculum specialist assisted teachers and individual students locate, plan and prepare for career exploration visits, made career education and career related information presentations to 29 different Stevenson High School classes, and conducted 20 career assemblies.

In planning and coordinating the career assemblies, a balance of male and female speakers was sought. In addition, an attempt was made to reduce sex stereotyping by bringing in male and female presenters who were employed in careers normally associated with the opposite sex. A female veterinarian, a male airline steward, and several female engineers participated in the career assemblies.

In order to evaluate teachers' attitudes and feelings regarding the project and the career education infusion process, a survey was conducted of all participating project teachers. The results of the survey indicated:

-- 79% of the teachers found the lessons difficult to write.

-- All the teachers felt their students had increased their awareness of career development, which was contrary to the results of the post-test.

-- All but one teacher felt the infusion process to be appropriate to their particular classroom setting.

-- All but one teacher felt the project had increased his/her knowledge of career education.

-- 70% of the teachers felt the infusion examples they taught helped them in the presentation of subject matter to the students by making the course content more meaningful.

-- All of the teachers felt that career education can best be taught either through infusion or a combination of infusion and units, but not as a separate course.

ABSTRACT

1. Project Number: 554AH70304

2. Grant Number: G0077C0106

3. Nature of Report: Final

4. Project Title: ENTICE "Enlisting Teachers in Infusing Career Education"

5. Period Covered by this Report: 10/1/77 through 9/30/78

6. Category of Project: Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school.

7. Name of Project Director: Dennis C. Laurain

8. Name and Address of Grantee:
Livonia Public Schools School District
15125 Farmington Road
Livonia, Michigan 48154
313/422-1200

This report briefly outlines the major activities and accomplishments of the project, which can be grouped into three main categories:

1. Training of the project staff
2. Development of specific products
3. Infusion of career education into the curriculum

During the fall semester of 1977-78 school year, thirty-two volunteer staff members (teachers, counselors and media personnel) from Stevenson High School were trained in the career development phase of the Michigan Model of Career Education. Four workshops emphasizing infusion example writing and training in the career development components of self awareness and assessment, career awareness and exploration, career decision making, and career planning and placement, were conducted. Each workshop was repeated three times, on an after school basis and on a during school release time basis, to ensure the training of all project teachers.

With the knowledge and resource materials they received, the project teachers began to write their infusion lessons, integrating career development into their existing course content. In doing so, the emphasis was to not add onto their course content and eliminate material they normally taught, but to use career development as the vehicle to teach subject matter.

During the spring semester of the project, teachers continued to write and began to implement their career education infused lessons. Implementation of the lessons affected over 44% of the schools 2340 students.

ABSTRACT, cont.

Products which were developed and are included in this final project report, have been very helpful in assisting educators understand, develop and implement career education into their curriculum.

The slide/tape presentation which describes the project and the high school's comprehensive career education program has been shown at numerous conferences and workshops in career education throughout the state. Also, the Handbook of 200 Teacher-Developed Infusion Lessons, which is designed to serve as examples that teachers can infuse into their course content and/or to develop their own ideas and activities, has been printed and disseminated.

Although many significant accomplishments were attained, the project fell short of meeting all of its outlined goals and objectives. Failure of students involved in the project to demonstrate increased knowledge of self awareness, increased sophistication in decision making, increased knowledge of careers, and increased requests for planning and placement services, was guaranteed both by the failure of the project teachers to develop and implement the projected 360 career education infusion lessons, and by the failure of the evaluation instruments to adequately measure the expected outcomes. The instruments used in the evaluation of the project, the Assessment of Career Development and the Career Maturity Inventory, although no better or worse than any like instruments available, only marginally evaluated the components of career development as they were taught in the classroom.

Project teachers continually expressed interest in career education and voiced good intentions, but were reluctant to put forth the required time and effort necessary to design well constructed infusion lessons. Lack of time to write, the cumbersome, detailed infusion lesson format and the lack of adequate rewards for their efforts, were the reasons most consistently cited by project teachers.

By the end of the project, 223 infusion lessons were written out of the projected 360, and of these only 113 were implemented.

An overview of the accomplishments and failures of the project leaves several noteworthy observations to be made. As was expressed by the project teachers and evaluator, the procedural and training events under the control of the leadership team were accomplished. The two products, the Handbook of Infusion Lessons and the slide/tape presentation, were both well done. In addition, project teachers felt (1) their students had increased their awareness of career development (contrary to the evaluation results), (2) the infusion process was appropriate to their particular setting, (3) the infusion examples they taught helped in the presentation of subject matter to students, (4) career education can best be taught either through infusion or a combination of infusion and units, but not as a separate course.

ABSTRACT, cont.

Teachers involved in any innovation which requires a change in their habits or established procedures, undergo a certain amount of concern, anxiety and even fear. It took a great deal of time and effort to get the teachers to write the 223 infusion lessons that were produced. Even after the teachers did produce good infusion examples, they were still reluctant to implement their lessons.

In order to alleviate teacher concern and anxiety, project leaders should see to it that all project teachers are adequately trained, completely sold on the concept, consistently supported, rewarded and recognized for their efforts by their peers, administrators and students, and provided with enough time and materials to get the job done. The teachers themselves must be innovative, creative and desire to improve their teaching methods, in order to effect change. Then and only then can teachers have a definite, positive effect on their students, which may or may not be able to be evaluated objectively.

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT	2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.
U.S.O.E., Career Education Program (13.554)	G007CC0106

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION	4. EMPLOYER IDENTIFICATION NO.	5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.	6. FINAL REPORT	7. BASIS OF REPORT
Livonia Public School District 15125 Farmington Road Livonia, Michigan 48154	13.554	N. A.	[X] YES [ ] NO	[ ] CASH [X] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)	9. REPORT PERIOD (Month, Day, Year)
FROM 10 / 1 / 77 TO 9 / 30 / 78	FROM 10 / 1 / 77 TO 9 / 30 / 78

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	Project ENTICE -0-						
b. Total program outlays this period	$70,110.00						
c. LESS: Program income credits	-0-						
d. Net program outlays this period	$70,110.00						
e. Total program outlays to date	$70,110.00						
f. LESS: Non-Federal share of program outlays	$10,135.00						
g. Total Federal share of program outlays	$59,975.00						
h. Total unpaid obligations	-0-						
i. LESS: Non-Federal share of unpaid obligations	-0-						
j. Federal share of unpaid obligations	-0-						
k. Total Federal share of outlays and unpaid obligations	-0-						
l. Total Federal funds authorized	$59,975.00						
m. Unobligated balance of Federal funds	-0-						

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
[ ] PROVISIONAL [ ] FINAL [ ] PREDETERMINED [X] FIXED	1.13%	$59,305.00	$670.00	$670.00

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE	TELEPHONE (AREA CODE / NUMBER / EXT.)	SIGNATURE OF AUTHORIZED OFFICIAL	DATE REPORT IS SUBMITTED
Dennis C. Laurain Director	313 / 422-1200 / 260	Dennis C. Laurain	Jan. 15, 1979

HEW-601T

-13-

pop
A channel of intercommunication among demonstration and state plan projects
ISSUE NUMBER 3 OFFICE OF CAREER EDUCATION MAY 1978

Feeling Free

For the first time on television, a continuing children's program is exploring the world of disabled young people. Called FEELING FREE, the six-part, weekly series is funded by the Bureau of Education for the Handicapped and by the Office of Career Education. FEELING FREE premiered April 4 on PBS.

The series explores a wide range of disabilities, including visual, hearing, physical and health impairments, retardation, and learning dysfunctions.

Career education segments are interspersed throughout the series. Included are three film portraits of disabled adults who describe their careers and life styles. In addition, there are rap sessions in which disabled adults exchange ideas about careers with the regulars. Also, there is a general discussion of the career related problems that are anticipated by the regulars.

According to Dr. Alan Brightman, Director of the Workshop on Children's Awareness which developed the series, "Each of the half-hour shows is a collection of segments in an up-beat, lively and engaging magazine format. Our five kids, together with their friends and guests, share with children and adults what it's like to be, among other things, disabled."

Included in the series is a film portrait of each of the five young regulars in the cast as well as a feature called "Got Any Questions?" in which a regular fields the questions of the group. In addition, there are three mini-documentaries which explore what it is like to be a disabled adult.

The accompanying FEELING FREE media package, designed for use in educational settings, will include a set of five children's books, six posters, and six fifteen-minute film clips edited for classroom use from the television series. In addition, a comprehensive guide to school and home activities which extends the themes of the series has been prepared for parents and teachers. The package also includes a critical review of more than 200 children's books which contain characters or situations related to disability.

Christopher Sarson, the Emmy award-winning producer and creator of ZOOM, the highly acclaimed children's program, is executive producer of FEELING FREE. The series' film producer is Mary Benjamin, who also won an Emmy for her work on ZOOM.

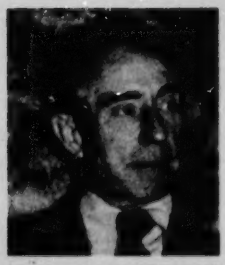
Producer Sarson states, "The kids rap about what they want to be when they grow up and about why people stare at them so much or ask questions in a way that hurts. They play games, engage in nonsense, and enjoy their hobbies. We visit them at home, at school, in all kinds of settings."

"And," Dr. Brightman adds, "we learn about them and about ourselves."

For further information about the project contact *JoAnn Fiske, Workshop on Children Awareness, 22 Hilliard Street, Cambridge MA 02138.*

Gordon, John, Hollis, Laurie and Ginny are the cast regulars in Feeling Free.

WHO'S WHO



Leo Blodgett, Chairperson of the National Organization of County, Intermediate and Educational Service Agencies (NOIESA), and Superintendent of Education Service District 112, Vancouver, Washington, made Career Education opportunities available to 150 educational and community leaders representing 10 western states. He worked in conjunction with *Tom Summerville*, Superintendent, Multnomah County IED in Portland, Oregon.

Their fine team work in promoting, developing, and arranging one of five conferences sponsored by the American Assocation of School Administrators demonstrated that not only can school districts join together through service agency networks, but cooperation can also cross state lines.

Douglas Johnson, previously K-12 Career Education Director for Eagle County Schools in Colorado, is now the Career Education Coordinator for the entire state of Colorado.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

NOTES . . .

Demonstration Packets

A limited quantity of the following career education demonstration packets are available through the Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. Contact person: Robert Meyer.

Packet 1: The Development of a Career and Educational Planning Center—Provides information on staffing and operating a career resource center.

Packet 2: Experience Based Learning—Describes a program which provides short-term job observations in various professional career areas for high school juniors and seniors.

Livonia Schools Implement Michigan Model

Project ENTICE (Enlisting Teachers in Infusing Career Education) is into its second phase. Teachers are implementing their career education infused lesson plans to help students to better plan and prepare for their life roles. The project, which is operated by the Livonia (Michigan) Public Schools, is being conducted at Adlai E. Stevenson High School.

During the fall semester of this school year, 30 volunteer staff members including teachers, counselors, and media personnel were trained by project specialists in the career development phase of the Michigan Model of Career Education. With the knowledge and resource materials they received, the staff members began to integrate career education into their existing course content. They accomplished this by using career development as the vehicle to teach subject matter, thus providing relevancy to the course material. It was felt that this method would increase student retention, for as students understood why

the knowledge or skills being taught was necessary and how it might be used, they would become more eager to learn.

During the second semester of the current school year, teachers are implementing and evaluating their career development infused lessons to determine whether or not these lessons make any difference in the growth and knowledge of the career development process among their students. A pre-test was given the week of February 6 and a post-test will be given the last week in May.

In order to acquaint others with Project ENTICE, a slide/tape presentation has been developed. This presentation describes the methods used in the infusion process and also describes Stevenson High School's total career education program. Included in the presentation is a brief description of the school's career assemblies, the career exploration program, the career survey and its uses, the career internship program, and the career information center.

For further information regarding the project, contact *Dennis C. Laurain, Director, Project ENTICE, Adlai E. Stevenson High School, 33500 West Six Mile Road, Livonia, MI 48152.*

CALENDAR OF EVENTS

JUNE

6-7 *Wisconsin Leadership Conference for Career Education*—Sheraton Inn, Madison, WI. Keynote address by Kenneth Hoyt. Contact: Robert Meyer, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702.

22-23 *Project BICEP National Dissemination Workshop*—Salt Lake City, UT. Contact: Dr. Donald Wright, BICEP Executive Director, 1738 East 2700 South, Salt Lake City, UT 84106.

JULY

26-28 *National Workshop on Urban Career Education*—Dallas, TX. Contact: Dr. Jay Cummings, Director, Urban Career Education Project, Dallas Independent School District, 3700 Ross Avenue, Dallas, TX. 75204.

31 *Arkansas Statewide Conference on Career Education*—Arlington Hotel, Hot Springs, AR. Contact: Dr. Don Rye, Project CELIT, Rm. 117, Graduate Education Building, University of Arkansas, Fayetteville, AR 72701.

Pilot Teams Lead The Way

Project Interact, which spans the elementary through university levels of instruction, currently has 20 pilot infusion teams in 17 area schools consisting of teachers, counselors, and administrators. Team selection was made on a competitive basis.

The teachers involved in the project are infusing at least 10 of Texas' basic learner outcomes into their subject matter areas. Through intensive project training in subject matter infusion, these teachers will be able to train other teachers in the subject matter approach.

Project Interact teams on the elementary level have involved the community in a variety of ways, including walking field trips to businesses and to industrial sites.

Several of the intermediate schools are making in-depth studies of jobs. Seventh and eighth graders visited banks, talked to loan officers and other bank personnel, and then invited those persons to come to the classroom. These activities concluded with class discussions.

A junior high school special education class launched a successful business venture as a special project. The students made ceramic ashtrays which they sold to other students. This class also investigated all of the functions of a typical business organization including the positions of sales and production managers.

Teachers in the high schools participating in Project Interact are working on cross discipline teams. One team includes teachers of English, art, and drama. These classes are working on a production of The Sound of Music. Through the sharing of information between classes, students are beginning to realize not only that various subjects are related, but also that the information they learn is directly related to life work situations.

On the university level, mathematics, physics, English, and history classes have been selected at Stephen F. Austin State University for participation in the project.

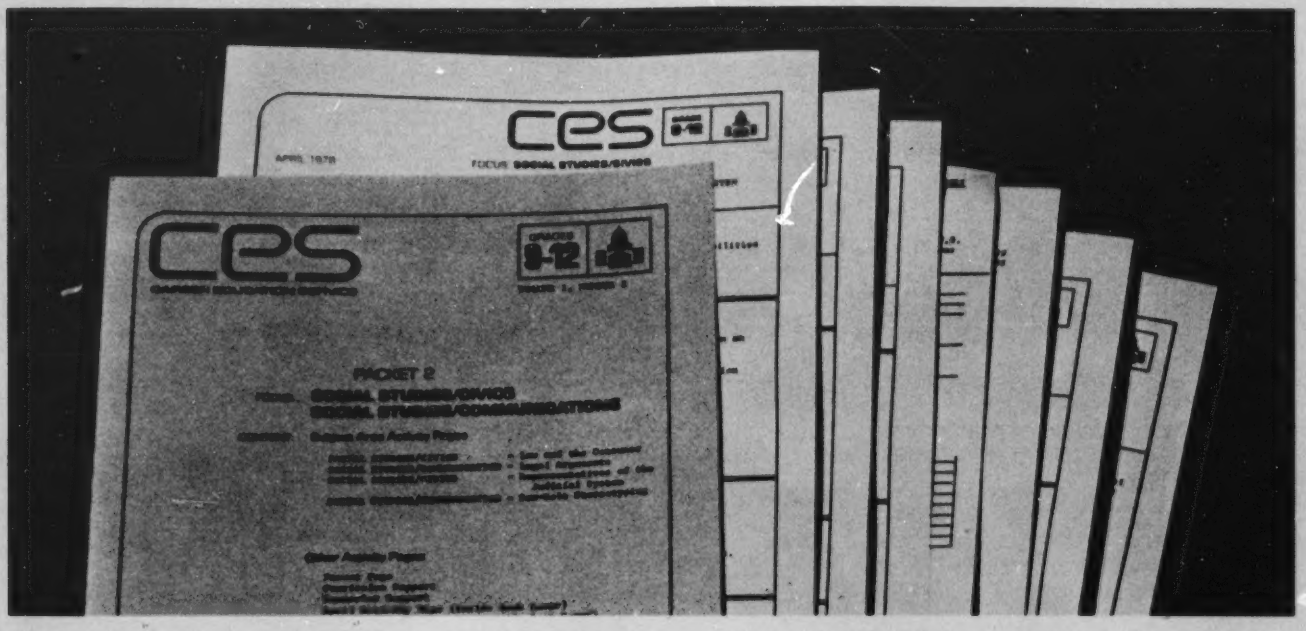
One mathematics class, designed for graduate assistants in mathematics, will emphasize selecting ten different careers involving mathematics and creating problems relevant to that career.

These activities represent the range and diversity of the endeavors which are now underway.

For further information contact Dr. Leslie Thompson, Stephen F. Austin State University Box 6137 SFA Station, Nacogdoches, TX 75962.

Students at Fredonia Elementary School, Nacogdoches, study community jobs.

Career Education Service: Sharing The Wealth



Sharing the wealth of available career education teaching/learning materials is the prime objective of Career Education Service (CES), a national project funded by the Office of Career Education.

The Career Education Service produces inexpensive packets for K-12 teachers, counselors, curriculum coordinators and others in local education agencies (LEAs).

In redesigning and redistributing public domain materials already generated by federally funded projects, Career Education Service is utilizing books, curriculum guides, and a wealth of other materials stored in resource centers all over the U.S. The National Center for Career Education (NCCE) in Montana, the ERIC Clearinghouse at Ohio State University, and the resource library of the Office of Career Education are just a few of the many major repositories of career education materials.

"Good educational materials sometimes come in packages that are too large or too expensive to be reproduced and distributed," said Elaine Katz, CES Director and founder of Health, Education, Research, Inc., the Chicago based firm producing CES materials. Career Education Service tailors the information into small incremental lesson plans for infusion into existing curricula.

Four packets have already been developed and disseminated nationally to test the acceptability and utility of the CES concept. These include teacher-oriented lessons in social studies, math, science, and language arts. The packets include handout materials for students, support data for curriculum specialists, resource librarians, and counselors, plus special information suitable for distribution to parents.

Initial packet materials were redesigned from such widely diverse sources as the Roseville Career Education Dissemination Project, St. Paul, Minnesota; the Cashmere Schools Career Education Activities Guide, Cashmere, Washington; and the College of Education, University of Montana through the NCCE, Missoula, Montana.

Seventeen State directors of career education are collaborating directly with the CES project. These states have up to ten LEAs participating in field testing and evaluation of the materials. All states are receiving samples of the materials.

"The goal is to make Career Education Service a self-sustaining low-cost subscription series," said Mrs. Katz. "This will put well-designed career education concepts right in the hands of the people who need them most—the teachers, counselors, curriculum specialists and students in the local school building."

Once the field test confirms how often the packets should be distributed and what content users want most, CES will need the active collaboration of educators and resource centers to make the packets immediately available nationally. The CES staff is anxious to hear from LEAs that want detailed information about plans and packet distribution and from resource centers such as school districts or State libraries where public domain career education materials might be available for national redistribution. Also, persons who wish to participate in the project by writing, editing, and planning teacher and student pages, or curriculum, counselor or other special pages for the packets, should write to *Career Education Service, Health Education Research, Inc., 875 N. Michigan Avenue, Suite 1850, Chicago, IL 60611.*

SIDELINES

The Roseville Model

An innovative approach to disseminating career education programs is being demonstrated by the Roseville Area Schools in Roseville, Minnesota. This project has "adopted" seven school systems similar to those in the Roseville area and is providing technical assistance to these school systems in developing career education programs.

A thorough screening of applicants resulted in the selection of two Minnesota sites, Osseo and Spring Lake Park, and five out-of-state sites, Auburn, Maine; Aurora, Colorado; Beloit, Wisconsin; Flushing, Michigan and Warren County, Kentucky.

In order to facilitate project goals, a series of seven implementation booklets and a leadership training simulation package using the booklets were developed. The booklets range from 31 to 222 pages and include a discussion of consultation skills and shared decision making, curriculum development, evaluation, staff development, career learning centers, community participation, planning and management.

A conference for the representatives of the school systems and the state education agencies was held in Roseville to begin the year-long affiliation. This is being followed by three visits by project staff to each site during the school year.

Other areas in which the project staff members have assisted the school systems include conducting leadership training sessions, work sessions with planning groups, in-service workshops, meetings with curriculum leaders and school-community task force members, and management plans. All of these activities are aimed at creating comprehensive career education programs, tailor-made for each of the school systems involved, rather than merely replicating the Roseville model.

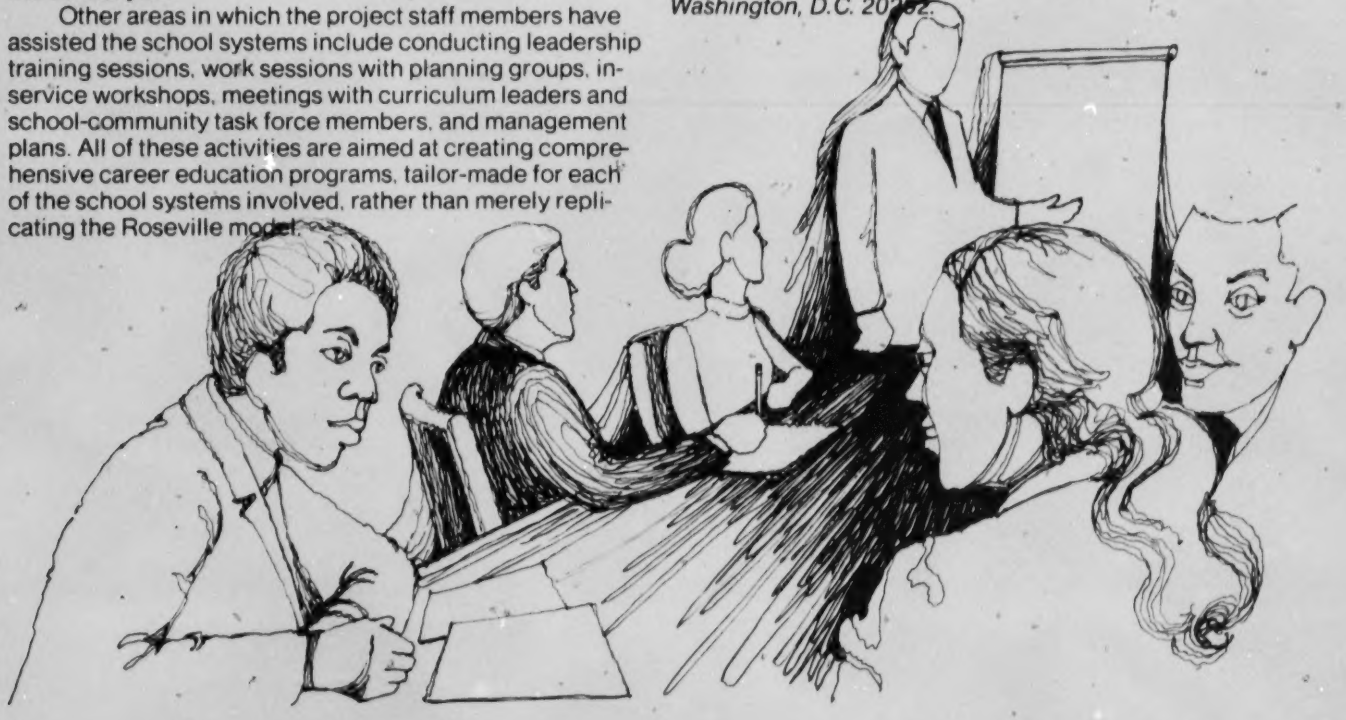
State Plan Technical Assistance Meetings

A series of technical assistance meetings for State planning projects is being conducted across the United States by Grace Watson and Margaret Wingfield for the Office of Career Education. Meetings have been held in Denver, Colorado; Phoenix, Arizona; Atlanta, Georgia; and in Hawaii.

These meetings provide small group discussion sessions in which State career education planners can review their concerns and share ideas and strategies for resolving problems with their peers. Those State plans needing specific technical assistance or review of their plans are receiving individual review and assistance from the Office of Career Education.

"Those who have not been able to attend these meetings or those who have attended but require further consultation can set up meetings on an individual basis through our offices in Washington," said Ms. Watson, State Plan Project Officer.

The next technical assistance meeting will be held in Boston, Massachusetts, at the Boston Park Plaza Hotel on June 1 and 2. For further information contact *Grace Watson, State Plan Project Officer, Office of Career Education, ROB #3, Room 3108-A, 7th & D Streets, S.W., Washington, D.C. 20202.*



City Based Career Education Flourishes On The University Level

"Infusion of Career Education into the Mainstream University Learning Process" is operated by the Center for City Building Educational Programs in Los Angeles, in collaboration with California State University. The project seeks to strengthen cross-discipline teaching systems on several state university campuses.

Nine faculty members—three each at the Long Beach, Los Angeles and Dominguez Hill campuses—have developed and are now utilizing the interdisciplinary team-taught modules which use the city and all of its properties, relationships and careers as the theme for teaching course content.

At the first three-day workshop in November, 1977, Center staff and resource team members introduced participants to the City Building activities, set up preliminary guidelines for cross-discipline teaching, introduced team building techniques, and looked at how city issues become the linkage between disciplines and careers. The second three-day workshop held in January, 1978, concentrated on establishing the objectives of each team, team building, and syllabus development. Considerations included integration of instructor's discipline concerns, the basic university and departmental requirements, career studies, and the incorporation and utilization of the skills and information of academic and non-academic consultants. The outcome is a series of city building/career education modules on the three California State University campuses, as well as a faculty core at each location, ready to train others.

From January until the beginning of the Spring term, faculty, along with the City Building project team, architect planners, career guidance consultants and others, refined the syllabi. Some major objectives were to provide a setting for cross-discipline teaching and learning and to use methods other than lecture-discussion. Also, to use the city as a vehicle for integrating subject content and career skills, and to provide students with experiences that stimulate or revolve around real life, and that require spatial, structural and social decision-making. Further objectives were to create individual ownership experiences as well as small and large group dynamics, and to identify student products other than traditional papers or reports. The consulting team and faculty designed several innovative methods for creating a portable, three-dimensional folding model of the city that students could carry to the class and take home for project work.

Each student was assigned a piece of the community, whereupon they designed structures, systems and careers for the population of the future. Each class built a city landsite model of their immediate community from styrofoam or cardboard, and then modified it according to needs and times. For example, a participating anthropologist used it to simulate social systems of earlier cultures; a marine biologist and oceanographer showed relationships between ocean, land, and man; a sociologist and philosopher used it to draw comparisons and develop inventions relative to roles and values; and all structured careers for today and tomorrow.

Participants have received excellent cooperation from the administration in the form of scheduling concurrent class times, expediting approvals, keeping class enrollment open, and general flexibility and support. Students and faculty are excited, motivated, and are enjoying themselves.

For more information contact *Doreen Nelson, 235 South Westgate Avenue, Los Angeles, CA 90049.*

Published by: Thomas Buffington & Associates, 2710 Ontario Road, N.W., Washington, D.C. 20009

Districtwide Arts Festival Is Under Way

It's "show-and-tell" time at Edgar Arena (Ford Field) this week at the annual districtwide Fine Arts Festival now in progress.

On exhibit daily through Saturday, May 13, from noon to 9 p.m. are the best of the year's work in all areas of art, including the industrial arts program, by students in grades kindergarten through 12.

Music, drama and dance are also part of the festival, sponsored by the Livonia Public Schools Fine Arts Council. This sector of the arts will be spotlighted in evening performances only now through Saturday night. Each night will feature a different program.

Performing at the Tuesday night opening reception were the Webster, Kennedy and Cass elementaries' combined choirs, the Buchanan elementary band and strings, and the Stevenson High School string quartet.

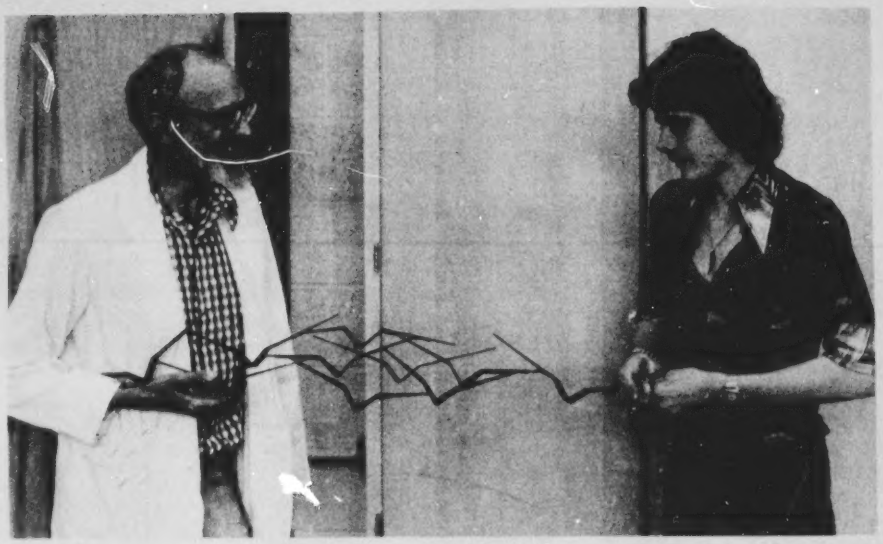
Wednesday night features the Cooper elementary choir and the Bentley High School girls select chorus.

Thursday: combined Grant-Garfield elementaries' choirs accompanied by the Whitman junior high wind ensemble; Whitman choir and wind ensemble; the Coolidge elementary choir; and the Franklin High School wind ensemble.

Friday: Perrinville elementary choir and the Churchill High School Harlequin drama group.

Saturday: the Nankin Mills elementary choir; Roosevelt elementary choir; and the square dance group from Nankin Mills elementary.

The festival has for the past four years been a way of sharing with the community the talent and skill of students in Livonia Public Schools. The festival is open to the public without charge. The Edgar Arena is located at 33841 Lyndon, west of Farmington Road.



"Birds in Flight" is what Dave Charles (right) entitled his entry in the arts festival now under way. Close examination by art instructor Gene Bilinsky, art show co-chairman, reveals that the welded steel sculpture was fashioned from flat pieces of scrap metal which Dave bent and twisted into the shape of birds. The entry is part of the industrial arts display. It's exciting, Bilinsky noted, because by necessity, industrial arts are more rigid and precise, leaving little room for creativity. (Photo by Mike Yarmy)

school home
May, 1978 DIALOGUE Vol. 4, No. 9
LIVONIA SCHOOL DISTRICT COMMUNITY NEWSLETTER

Request for 5.7 Mills on June 12 Ballot

The Board of Education will ask voters to approve 5.7 mills for four years on the June 12 ballot.

After weeks of discussion and with information fed in by the administration, the Board decided April 17 that 5.7 mills is needed to keep the program substantially in place for the next three years and that a four-year length is necessary should the Board seriously decide to pursue a suit against the State of Michigan regarding inequitable funding to schools.

That suit could be initiated after Livonia Public Schools reaches the Constitutional limit of 50 mills (which it would with the 5.7 and combined with Wayne County and the Wayne County Intermediate School District millage).

The Board discussed the feasibility of breaking up the 5.7 mills into 3.5 and 2.2 mills to give voters a choice. The former is what is needed to support the program next school year but the latter is needed to be banked so that the district can stay solvent for at least the following two years.

The Board also set a spending limit so that expenditures would not go up more than 5% which has been the LPS average for the past several years.

Also on the June 12 ballot will be one vacant Board of Education seat. Incumbent Tom Davis will run against James Merner.

ENTICE: *To attract by arousing hope or desire; to lure*

ENTICE Infuses Education Career

Stevenson Serves as State Model

Students and staff members from Stevenson High School are looking at curriculum through fresh eyes since Project ENTICE (Enlisting Teachers in Infusing Career Education) has been implemented this school year.

ENTICE integrates, or infuses, career education into existing course content, and project director Dennis Laurain says, "We hope that the students (participating in ENTICE) will become more aware of the process of career development so they can better plan and prepare for their future careers."

Making course work relevant to the needs of all students is what ENTICE intends, and it is going about that task in a two-fold way: training classroom teachers to blend career education ideas into course content and providing students with exposure to those ideas and the skills to match.

Funded by the federal government, ENTICE concentrates on the four career development components developed by the State of Michigan: self-awareness; career awareness; career decision-making; and career planning and placement.

Through the infusion process, career education becomes the vehicle for teaching course content. Thus, students will be better able to select, plan and prepare for their futures.

The approximately 30 teachers involved were trained during the fall semester to understand the concepts and the infusion process and be able to use both in course planning. After the training, teachers began to write career education infusion examples, which are a blending of the regular course content with the four components of career development.

Each participating teacher is writing and will be implementing 12 such examples, which will mean that career education concepts, attitudes, skills and knowledge becomes a way of teaching the course.

Some 200 infusion examples will be written and published in a handbook so that teachers and others interested can learn about career education infusion through them. Laurain and Earl Robison, Industrial Arts Department chairperson and part-time curriculum specialist for ENTICE, have prepared a slide-tape presentation to carry to the community, students, teachers and other communities to inform them of the program and its possibilities. Project teachers are available and have been explaining and demonstrating the project in other districts and at Stevenson.

Students were pre-tested in February and will be post-tested at the end of the school year on the impact the career infused curriculum has had on them. The pre- and post- testing looks at the students' knowledge of career planning; knowledge of careers; and awareness of self, using Assessment of Career Development and the Career Maturity Inventory as the instruments. The ENTICE curriculum will be considered a success if the students score significantly higher the second time.

ENTICE was funded for one year. However, the techniques and lessons developed by the staff will continue to be taught in the future. According to Laurain, "When the Livonia Public School District accepted this project, it agreed to do everything possible to continue the program after federal funding stopped. People across the state are looking to Livonia for leadership and our Project ENTICE staff members will be called upon as resources to assist others infuse career education into their course content."

Art and 3 R's.

Teammates in Learning Process

The importance of basic skills is topic of national discussion. The three R's—reading, writing and arithmetic—have been the backbone of the curriculum in the Livonia Public School District since its beginning, but instruction in the three R's goes on in all parts of the program, not just in classes specifically designed to teach reading, writing and arithmetic.

The art program in elementary schools provides many children with the skills necessary to success in the three R's.

Children need to develop physically in order intellectually to master basic skills and it is often in an area like art—where students have to use their hands as well as their mind—that readiness levels are reached.

The kids like art so much that for at least one art teacher, they come to school at 7:30 in the morning, work during lunch hour and continue after school.

Ann Johnson, an art teacher who sees 1,100 students in Hoover, Monroe and Marshall elementary schools, says that the art program in the district, like the music and physical education program (all three will lose instructors next year because of millage loss), have specific purposes and are intended to back up and supplement instruction in the basic skills.

The art program helps students develop their skills by providing a continuous program. Students have to build one skill on top of others already learned. The second purpose of the program is to develop drawing skills, which require training in perception as well as development of gross and fine motor skills (students have to have both to write well).

Finally, the program intends to develop creativity in students—an important ingredient in reading and the ability to handle numbers.

"I'm here to teach kids," says Johnson, who earned degrees in art from Mount Holyoke in Massachusetts and from the University of Michigan. "The program is very exciting for them. It's a place where even the kids who don't succeed in other areas can succeed and learn how to enjoy school."

One of her favorite activities is helping kids work with the potter's wheel at Hoover, purchased out of funds given to each school to spend as it chose. With parental permission, a group of students come in at 7:30 a.m. to work on the wheel (school begins at 9 a.m.), or during their lunch hour or after school to 5:30 p.m.

Johnson starts them off with instruction in how to work the wheel, then lets them work with others and by themselves. In addition, she works during the lunch hour with specialized projects, including quilting, stained glass making and candlemaking—"things that can't be run in regular classrooms," says Johnson. "The children enjoy the work," she adds. "It builds self-confidence, especially for the children with problems. They learn from me and from the other kids."

Art instructor Ann Johnson helps Hoover sixth grader Tom Randall shape a clay pot on the potter's wheel. The art program intends to develop creativity in students—an important ingredient in reading and math.

The regular art program also provides students with skill-building. It teaches about work in paper mache, sculpture and two and three dimensional media, including painting, chalk, charcoal, ink, paper sculpture, oil pastels, crayon and tissue paper.

The district has supported 10 specialists in art, music and physical education, who operate among the 30 elementary schools in very similar ways. Johnson sees 1,100 students in grades one through six, although she usually makes time in her schedule to see kindergarteners as well. She works with students in groups of 40 and meets with them approximately 24 times a semester.

Kindergarten Roundup Dates Are Announced

Livonia Public Schools are in the process of round-up of incoming kindergartners for the 1978-79 school year. Children must have been born on or before December 1, 1973 to qualify for registration. The calendar below indicates the registration dates for local Livonia Public Schools. Please call your local school for exact time of day.

Adams	May 2	Lincoln	May 3
Buchanan	April 19	Madison	March 20
Cass	April 28	Marshall	April 25
Clay	May 2	McKinley	May 18
Cleveland	May 5	Monroe	May 4
Coolidge	May 10	Nankin Mills	May 5
Cooper	May 12	Perrinville	May 11
Garfield	May 10	Randolph	April 26
Grant	May 3	Roosevelt	May 17 & 18
Hayes	April 28	Rosedale	May 2
Hoover	May 3	Taylor	April 27
Hull	May 2	Tyler	April 24 & 25
Jackson	(at Kennedy)	Washington	May 12
Johnson	May 5	Webster	May 9
Kennedy	Pre-registration, May 3; Round-up, May 10	Wilson	(at Cleveland)

Craftsmen
Draftsmen

Bentley High School continues its tradition of excellence in industrial arts, this time with winners of the 24th Annual Drafting Contest sponsored by the American Society of Body Engineers. From left to right are Paul Offer; Steve Salata; J. Marty Klozik, teacher; Jim Dunham; Dain Borregard; Pete Essenmacher; Scott Crilly; and Paul Schaffer. All the students are seniors, except Dunham, who is a junior.

Walk for Mankind Aids Project: Concern

The annual "Walk for Mankind," sponsored by the Jaycees, will be held June 3 for interested persons of all ages. The Walk, which benefits Project Concern, a relief organization offering help to people in nine countries, will begin at 7 a.m. Persons interested can begin at any of five registration points throughout the area: Bentley, Churchill, Franklin, Stevenson or Clarenceville high schools. Sponsor sheets are available in most schools.

The walk will be 30 kilometers long and the Jaycees hope that last year's number of 5,500 walkers will be bigger this year. Last year, more than $107,000 was raised through the walk. According to Tom Marta, chairperson of the event, "all ages are welcome. Last year we had a six-year-old." He also says that although 90 per cent walked the whole distance last year, a 'weary walker wagon' will tour the route to pick up tired walkers and return them to their registration point.

Teeter-Totter Marathon Boosts Scholarship Fund

Five Livonia high schools will again join forces to stage the third annual Dollars for Scholars teeter-totter marathon to raise funds for scholarships for local graduating seniors.

Participating in the May 12-13 48-hour marathon at Wonderland Shopping Center will be Bentley, Churchill, Franklin, Stevenson and Clarenceville high schools.

In addition to the marathon, Bentley and Stevenson students will also canvass their school areas on May 13, selling $1 memberships to the Livonia chapter of the nationally known Citizens Scholarship Foundation, better known as Dollars for Scholars.

Last year, 24 Livonia students received aid from the group.

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Livonia Observer

Thursday, May 25, 1978 Livonia, Michigan 64 Pages

Curriculum improved by 'infusion'

Stevenson High School students and teachers are looking at their curriculum through fresh eyes since Project ENTICE (Enlisting Teachers in Infusing Career Education) has been implemented this school year.

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The 30 teachers involved were trained during the fall semester in the concepts and infusion process to be used in course planning.

After the training, teachers began to write career education infusion examples, which are a blending of the regular course content with the four components of career development.

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"People across the state are looking to Livonia for leadership, and our Project ENTICE staff members will be called on as resource members to help others infuse career education into their course content."

ADLAI E. Stevenson HIGH

SCHOOL NEWSLETTER

Volume XIII - No. 6
May 1978

Mrs. Dorothy A. Bentley
Principal

HONORS CONVOCATION - The Stevenson High School faculty invite you to attend the thirteenth annual Honors Convocation May 31, 1978 at 8:00 p.m. This event is a special one for both teachers and students as sophomores, juniors, and seniors are honored for their achievements and awards earned during the year. Scholarships earned, departmental awards, the Jay W. Formsma Award are some of the honors that will be presented. The ceremony begins at 8:00 p.m. in the Jay W. Formsma Gymnasium and will be followed with a reception in the south cafeteria. The art department will sponsor an art show around the library for viewing before and after the convocation.

ARE YOU REGISTERED TO VOTE? For your convenience you may register at Stevenson High School between 7:30 a.m. - 4:00 p.m., Monday through Friday, May 8 - 12. Evening registration will be held at Cass Elementary, May 11, 6:30 - 8:00 p.m.; Taylor Elementary, May 11, 4:30 - 7:00 p.m.; Clay Elementary, May 10, 7:00 - 9:00 p.m. and May 11, 1:00 - 4:00 p.m. and 7:00 - 9:00 p.m. You must be registered by May 15 to be eligible to vote in the June 12 election.

FINAL EXAM SCHEDULE

Monday, June 12th	2nd Hour Exam - 7:45 - 9:25 a.m.
	3rd Hour Exam - 9:35 - 11:10 a.m.
Tuesday, June 13th	4th Hour Exam - 7:45 - 9:25 a.m.
	5th Hour Exam - 9:35 - 11:10 a.m.
Wednesday, June 14th	1st Hour Exam - 7:45 - 9:25 a.m.
	6th Hour Exam - 9:35 - 11:10 a.m.

Buses will leave at 11:15 a.m.

REMEMBER -- Textbooks must be turned in to teachers before students will be permitted to take final exams. Fines will be assessed for all lost or damaged books.

FINE ARTS FESTIVAL The Livonia Public Schools Fine Arts Council announces the annual Fine Arts Festival to take place at Edgar Arena, Ford Field (Lyndon west of Farmington) beginning Wednesday, May 10 through Saturday, May 13 from 12:00 noon until 9:00 p.m. Opening night: Tuesday, May 9 from 7-9:00 p.m. Art - Music - Drama - Dance - Woodworking furnished by students from high schools, junior highs and elementary.

DRIVER EDUCATION Registration for the summer driver education program will be May 1 through 12. After May 12, registrations will be accepted as LATE. Late registrations will be accepted only at the Board of Education and students will be placed on a reserve list to be assigned to class if an opening occurs. Any student who lives in the Livonia School District and will be 16 years of age on or before February 28, 1979 will be eligible to register. Students must arrange for their own transportation to the driver education center to which they are assigned. Bentley and Stevenson students may choose to attend Bentley for classroom and car instruction. They would attend six simulator classes at Churchill. OR Bentley and Stevenson students may choose to attend Stevenson for classroom and car instruction. They would attend six simulator classes at Marshall. The assignment to the instruction center of the student's choice will be determined by age, with the oldest students being scheduled first. If the student is not assigned to the course of their choice they will be scheduled into the next class according to age.

THREE STUDENTS TAKE 2ND PLACE Brian Gabel, Alan Foss, and Wally Ray who are in Mr. Kaplan's film making class, won second place in the Michigan Student Film Forum. This was the first time they entered any of their films in any of the major area contests.

SPANISH STUDENTS KEEP BUSY Due to a new program at Stevenson entitled Project Action, several of Mrs. Gill's Spanish classes have tested their skills in the language outside of the classroom. Beth Arent, Brian Niemiec, Karen Schmidtke, and Anna Stefos spent several days this semester in the "barrio latino" in Detroit. They became acquainted with the bi-lingual services available to the latinos and found that they were able to be of some service to the LaSed organization. There are plans to enlarge upon contacts with that community next year. Students in level 4 Spanish have been teaching Spanish in 17 elementary classrooms in the Stevenson attendance area. They visit their "class" each Friday during their regular hour for Spanish at Stevenson. The project will continue until the end of the year. Both the students and fledgling "teachers" are pleased with the results of this pilot project.

On Saturday, April 22nd, 12 of Ms. Donna Schoenberg's Spanish I students visited Detroit's Mexican community. Their "tour" included St. Anne's Catholic Church (a historic church) which serves the Spanish speaking community, the Detroit Public library in the area, with a talk with the bi-lingual librarian about their Spanish collections, Mexican grocery stores, Luna's bakery, and a tortilla factory with hot tortillas coming off the press. The students had a taste of Mexican food as they lunched at Mexican Village. The group was accompanied by Mrs. Ralph Pederson and Mrs. William Wyess.

On Tuesday, May 2nd, the Spanish classes had an opportunity to hear some flamenco guitar music with a classroom demonstration by Mrs. Robert (Betty) Lewis, a member of the Michigan Flamenco Society.

STUDENTS REPRESENT STEVENSON Susan M. Rozman and Susan R. Hendzel will represent Stevenson High School in the 19th Annual Shorthand-Typing Contest of Metropolitan Detroit. The contest will be held at Edsel Ford High School on May 16, 1978. Contestants from approximately 75 schools in the metropolitan area will be competing for prizes provided by Detroit Business Institute, sponsor of the contest. First place winners in both the typing and the shorthand contest will receive an electric typewriter in addition to an impressive trophy.

JAZZ ENSEMBLE RECEIVES AWARDS The Jazz Ensemble has received two first place trophies, one from Inkster and the other from Trenton. Also, the group was awarded a straight first division at the Michigan Band and Orchestra Association. During this season a number of the individuals of the Jazz Ensemble have received personal awards. Eric White was selected as the "Best Soloist" at the Trenton Jazz Festival and Steve Mallires, Bob Craig, Tom Recker and Randy Scott received honorable mention for soloist. The rhythm section was awarded a honorable mention for being the "Best Section" at the same festival. Other personal achievements were accomplished by Tom Recker and Eric White when they were selected to be members of the "Michigan All Star High School Jazz Group." There will be a final concert on May 24th.

CAREER EDUCATION AT STEVENSON Stevenson High School is answering the call of parents by providing opportunities and programs to assist students to better plan and prepare for their future. A number of Stevenson teachers are involved in a one year federal project, Project ENTICE (Enlisting Teachers in Infusing Career Education). Making course work relevant to the needs of all students is what ENTICE intends to do, and it is going about that task in a two-fold way: by training classroom teachers to blend or infuse career education into course content and by providing students with exposure to those ideas and the skills to match. ENTICE concentrates on the career development process developed by the State of Michigan; including the components of self-awareness and assessment; career awareness and exploration; career decision-making; and career planning and placement. Through the infusion process, career education becomes the vehicle for teaching course content. Thus, students will be better able to select, plan and prepare for their futures. The teachers involved in the project were trained during the fall semester and are writing and implementing their lessons this spring. Other programs and opportunities available to all students at Stevenson include:

Career Assemblies: Career assemblies are scheduled on a regular basis to provide students with an opportunity to hear "first hand" occupational information from people employed in various careers.

Career Explorations: Students interested in a specific career are given the opportunity and are encouraged to talk with and observe people at work in that career.

Career Internship Program: This program enables students interested in business and public management careers the opportunity to be placed on full time intern programs with high level management personnel.

Career Survey: A career survey is given to all students each fall to determine their "current" career interests.

Career Unit in Speech 10: The career unit, which has been used in all 10th grade speech classes for the past three years, is designed to stimulate self awareness and career awareness on the part of the student and to introduce the basic information and employability skills needed for successful career exploration.

The Career Information Center: A classroom adjacent to the school's library has been established as a resource center for career related materials.

Vocational Programs: In addition to the career education programs mentioned, Stevenson students have additional opportunities to gain career knowledge and skills through expanded vocational course offerings.

COOP: The Cooperative Occupational Training program enables students who have made a tentative occupational choice and are taking course work related to a particular occupation, the opportunity to put these skills to use through on-the-job work experience.

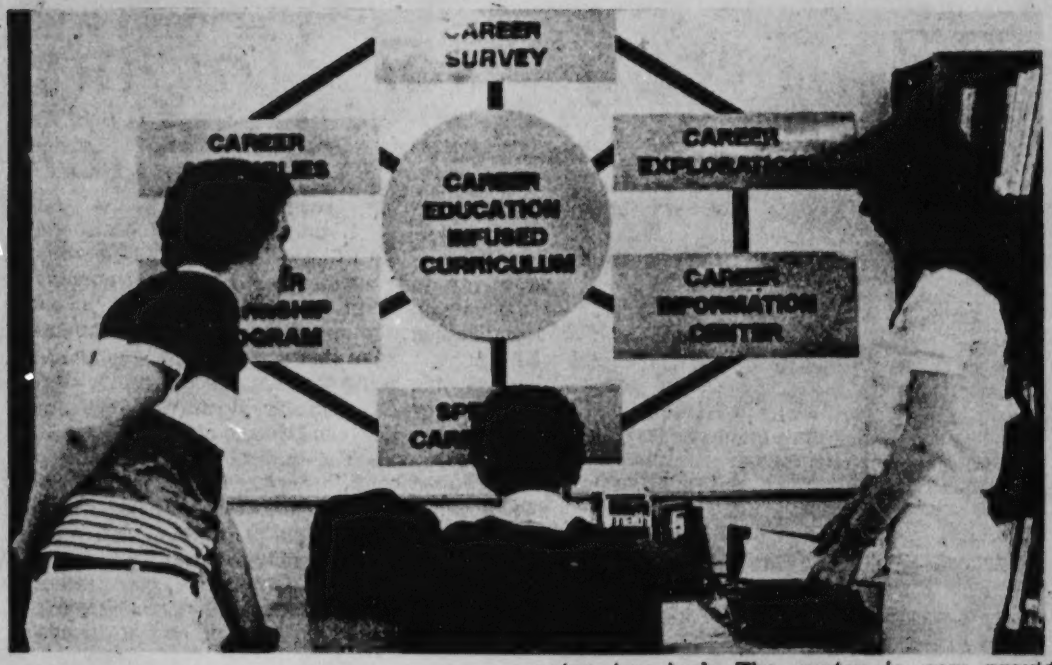
CAREER EDUCATION OPEN HOUSE - STEVENSON HIGH SCHOOL - WED. - MAY 17th - 7:00 P.M. - IMC

CAREER INTERN PROGRAM: Are you interested in an alternative educational program? One that introduces you to executive level management? Well the Career Intern Program is offering that to you. On May 12th during 5th hour there will be an assembly in the auditorium for anyone interested. If interested, pick up a pass in the Career Center.

CALENDAR OF EVENTS

DATE	ACTIVITY	PLACE	TIME
MAY 8	Tennis - Pontiac Northern	There	3:30 p.m.
	Girls Softball - Pontiac Northern	Here	3:30 p.m.
	Boys Baseball - Pontiac Northern - Varsity	There	4:00 p.m.
	J. V.	Here	4:00 p.m.
8-9	Pom Pon Tryouts	Here	
9	Girls Track - Redford Union	There	6:30 p.m.
10	Boys Baseball - Walled Lake Central - Varsity	There	4:00 p.m.
	J. V.	Here	4:00 p.m.
	Girls Softball - Walled Lake Central	There	3:30 p.m.
	Tennis - Walled Lake Central	There	3:30 p.m.
10-11	Spring Variety Show	Here	7:30 p.m.
11	Boys Track - Farmington	Here	4:00 p.m.
	Girls Track - Farmington	There	4:00 p.m.
12	Boys Baseball - Lakeland - Varsity	Here	4:00 p.m.
	J. V.	There	4:00 p.m.
	Girls Softball - Lakeland	There	3:30 p.m.
	Boys Track - Invitational	Here	4-9 p.m.
	Tennis - Lakeland	Here	3:30 p.m.
12-13	$ for Scholars Teeter Totter Marathon	Wonderland	9 a.m. Fri. to 9 p.m. Sat.
13	$ for Scholars Canvass		10 a.m.-2 p.m.
	Girls Track - Honorary Relay	Here	4:30-7 p.m.
15	Boys Baseball - Farmington - Varsity	There	4:00 p.m.
	J. V.	Here	4:00 p.m.
	Girls Softball - Farmington	Here	3:30 p.m.
	Girls Soccer - North Farmington	There	4:00 p.m.
	Tennis - Farmington	There	3:45 p.m.
	Girls Track - Glenn Ann Arbor	There	4:30 p.m.
15-19	Junior Varsity Cheerleading Clinic	Here	4-5:30 p.m.
17	Boys Baseball - Waterford - Varsity	There	4:00 p.m.
	J. V.	Here	4:00 p.m.
	Girls Softball - Waterford	Here	3:30 p.m.
	Girls Soccer - West Bloomfield	Here	7:00 p.m.
	Boys Track - Waterford	Here	4:00 p.m.
	Tennis - Waterford	There	4:00 p.m.
	Girls Track - Waterford	There	4:00 p.m.
18	Tennis - Pontiac Northern	Here	3:30 p.m.
	Pops Concert	Here	8:00 p.m.
19	Senate Elections	Here	
	Boys Baseball - Pontiac Northern - Varsity	Here	4:00 p.m.
	J. V.	There	4:00 p.m.
	Girls Softball - Pontiac Northern	There	3:30 p.m.
	Girls Track Regionals (Farmington)		
	Fifties Day and Dance	Here	8-11 p.m.
19-20	Tennis Regionals		
20	Boys Track Regionals (Farmington)		
22	Junior Varsity Cheerleading Tryouts		
	Girls Soccer - Harrison	There	4:00 p.m.
23	Girls Softball - Franklin	There	3:30 p.m.
	Boys Track - League		
24	Girls Softball - Thurston	There	3:30 p.m.
	Girls Soccer - Farmington	Here	7:00 p.m.
25	Girls Track - League	Here	
25-26	Thespian Spring Play	Here	8:00 p.m.
26	Senior Prom & Skip Day		
26-27	Tennis - State Finals		
27	Boys Track - Dearborn-Livonia	Here	3:30 p.m.
	Boys Baseball - Pre-District		
31	Honors Night	Here	8:00 p.m.

STEVENSON SPOTLIGHT



Mrs. Millie Rodolosi shows students Bob Green and Anna Stefos how to use the Career Center' computer terminal. The center is now providing students with the information they need to plan their futures. (photo by Mary Di Domenico).

Wanted:

Career information

by Dave Goyer

Stevenson High School's Career Center Program is helping students who don't know what they want to do after high school.

The program is headed by Mr. Dennis Laurain with the help of Mrs. Betty Kushigian. Some career information is still in the library, but the bulk of the resources are now in the Center, located directly across from the library.

The Career Center has many sources of information telling about career opportunities. These sources include books, pamphlets, files and microfiche machine programs.

Job information includes the nature of the occupation, working conditions, worker requirements, earnings, advancement possibilities, employment outlook, education and training needs.

"The microfiche machine and the Occupational Outlook Handook are the most widely used sources," according to Mrs. Kushigian. The Handbook is published periodically by the U.S. Government.

Jobs are not the only subjects covered in the Career Center. Information about colleges and military opportunities is also available.

New additions to the Career Center will be cassette and video machines donated by Collegiate Video Counseling Network which tells of specific college programs and campuses. Another is a computer which lists 350 occuations and 52 apprenticeship programs.

An important aspect of the Career Education Program goes on in the auditorium. Guest speakers talk with interested students about careers in their field. This year, students could choose among 20 such assemblies.

The Center is open daily from 7 a.m. until 4 p.m. Mrs. Kushigian is there to help students find what they're looking for.

PROJECT ENTICE

"Enlisting Teachers in Infusing Career Education"

Slide/Tape Script

Developed by:

The Livonia Public Schools
Adlai E. Stevenson High School
33500 Six Mile Road
Livonia, Michigan 48152
313/261-1250
Dennis C. Laurain
Project Director

Directions: The cassette tape contained in this presentation was developed with an inaudible advance signal. If the viewer is unable to obtain the necessary equipment to advance the slides using the inaudible advance signal from the cassette tape, the viewer can advance the slides manually by following the written script. As the tape plays, the viewer should advance to the next slide each time a number appears in the written script.

Project ENTICE

SLIDE/TAPE SCRIPT

(1) Project ENTICE, (2) "Enlisting Teachers in Infusing Career Education," is a federally funded project designed to develop a comprehensive program of career education within the high school setting.

(3) Many critics of education feel that schools do not do an adequate job of educating students to enter useful and rewarding employment (4) and course work is not relevant to the needs of the students in helping them meet their life roles.

In answer to these critics, career education was born.

(5) The term "career education" was first coined in 1970 by Dr. Sidney Marland, then U. S. Commissioner of Education. He felt that education must help students to better plan and prepare for their life roles.

(6) The word "career" not only refers to a person's occupation or job, but also to his life roles as family member, citizen and participant in leisure activities.

(7) With this in mind, the Michigan Department of Education developed a model of career education on which Project ENTICE is based. The Michigan Model of Career Education has two basic parts: career development and career preparation.

(8) Career development is that part of career education which includes the four components of self awareness and assessment, career awareness and exploration, career decision making, and career planning and placement.

(9) Career preparation is the acquiring of academic, vocational and technical skills necessary to implement career decisions and plans.

Since teachers work primarily within the area of career preparation, the goal of career education and Project ENTICE (10) is to integrate career development concepts into that career preparation curriculum. In other words, careers and career concepts relating to subject matter would be discussed and emphasized as part of the course content.

(11) A careful analysis of the educational needs of both Livonia Public Schools and other districts around the country has indicated that there is a need for the proposed activities in this project.

(12) In a recent Livonia High School youth needs assessment, (13) students indicated they definitely wanted more help in finding out about careers, (14) finding out about further training or education, (15) learning how to get a job, and learning how to choose a career. (16) Parents in Livonia also strongly agree that there is a need for greater emphasis on career education in the high school setting to assist their sons and daughters to better plan for the future.

(17) Livonia Public Schools and the United States Office of Education both agree that "relationships between work (18) and education can be made more meaningful through infusion of career education into subject matter rather than teaching career education as a separate body of knowledge." (19) Project ENTICE, which focuses on the Michigan Career Education Infusion Model, integrates career development concepts and skills into the existing curriculum.

(20) When the project award was granted to the Livonia Public Schools, (21) Stevenson High School was selected as the site for the project (22) as it had a staff that was ready and willing to increase its knowledge of career education. (23) It also had several good programs already functioning in career education.

The programs that are available to Stevenson students and staff include:

(24) First, Career Assemblies. Career assemblies are scheduled on a regular basis (25) to provide students with an opportunity to hear "first hand" occupational information from people employed in various careers. (26) Several related occupations are usually discussed at each assembly. Over twenty such assemblies are held annually.

(27) A second program available to Stevenson students is Career Explorations. Students interested in a specific career are given the opportunity to talk with and observe people at work in that career. The exploration visits may vary from one hour to one full day.

(28) A system has been devised whereby the student picks up a request form in the Career Center or the Guidance Office (29) and requests a visitation through the counselor; (30) the counselor contacts a person in the occupation of the student's choice and sets up a time for the visit; (31) the student is scheduled to be excused from his/her classes on the day of the exploration. (32) This student attended a career exploration at Michigan Bell Telephone (33) where she interviewed the public relations director. After the exploration (34) visit the student completed a visitation summary sheet which described her reactions to the exploration.

(35) A third option is the Career Internship Program. The Career Internship Program (36) enables students interested in business (37) and public management careers the opportunity to be placed on full time intern programs (38) with high level management personnel throughout the Livonia area. (39) Eight to ten Stevenson High School students participate each semester.

(40) These students are available to assist Stevenson staff with career information at their internship site.

(41) A fourth part of career education at Stevenson High School is

The Career Survey

A career survey is given to all students each fall to survey their "current" career interests. (42) Students select from a list of careers their first, second and third career choices and list their fathers' and mothers' occupations. (43) The tabulated results come in three printouts:

(44) First, an alphabetical list of students and their three choices, which assists counselors in career counseling.

(45) Second, an occupational listing of all students interested in a specific occupation. From this list, career assemblies are planned and students are notified of assemblies, classroom speakers, and occupational or educational site visits.

(46) and third, parents' occupational printout, which serves as a resource bank for both speakers and exploration sites.

(47) A fifth aspect of career education at Stevenson is

The Career Unit in Speech 10

The career unit has been used in all 10th grade speech classes for the past three years. The unit is designed to stimulate self awareness (48) and career awareness on the part of the student and to introduce the basic information and employability skills needed for successful career exploration. All students are given an interest inventory, (49) exposed to several resource speakers and explore a selected career. The information is shared with the entire class (50) in an informative speech with visual aids. Thus, each student not only studies one career area in depth, but learns about 34

other careers when the speeches are presented. (51) Much of the information for each speech is gathered in the Career Information Center.

(52) The Career Information Center is the sixth part of Stevenson's program. It is an area where resources specifically related to careers are located. Within this Career Information Center are D.O.T. occupational files, (54) microfilche readers, occupational books, (55) college catalogs, career tapes, (56) career filmstrips, vocational school catalogs, and other career reference materials.

(56) In addition to the programs established within Stevenson High School, an Industry/Education Council of community people has been active for several years. (58) The Council, which is composed of 27 representatives of business, industry, labor, education and government, (59) attempts to bring to bear the resources of the community on the transition problems our youth face in moving from school to work. (60) This Council has been instrumental in the development of the Community Resource Guide for Career Education.

(61) All of these programs assist the staff and students of Stevenson High School as they accomplish the goal of infusing career education into the total school curriculum.

(62) The primary purpose of this project--Project ENTICE--is to improve the quality of career education in the high school. (63) by helping teachers infuse, or integrate, the four career development components into their existing course content.

(64) Moreover, as the teacher teaches subject matter, he or she will provide activities and resources to help students (65) develop an increased awareness and acceptance of themselves, their values, interests, abilities, (66) an awareness and acceptance of others, and to develop interpersonal skills.

(67) As the teacher teaches subject matter he or she will provide activities and resources to help the student (68) develop an increased awareness of the many career opportunities (69) and provide a chance to explore these opportunities. (70) Careers related to the subject matter will be emphasized along with how these careers can be grouped or clustered.

(71) Through Project ENTICE teachers will also be helping students develop an understanding of decision making skills and how they relate to life career planning. (73) Individuals will engage in planning activities and understand that they can, by applying decision making skills, influence their future.

(74) Teachers will also use subject matter to help students (75) develop an understanding of goal setting and the steps necessary to reach goals. (76) Students will explore specific placement and employability skills and will be encouraged to plan for their future (77) utilizing existing in-school (78) and community resources to reach career goals.

(79) Through the infusion of these components into the classroom setting we feel that the project will raise participating students' level of career maturity (80) and assist them in planning and preparing for their life roles.

(81) The infusion process is a series of steps a teacher or counselor can follow to teach concepts, skills, attitudes, and knowledge of career education through existing course content.

(82) To assist the teacher in the infusion process, we use the Career Development Goals and Performance Indicators Reference Guide published by the Michigan Department of Education. (83) The guide clarifies the content of career development by specifying student outcomes.

(84) During the infusion process the teacher first identifies the lesson objective and the student outcomes of the original lesson. (85) Then the teacher.

after identifying the subgoal and performance indicator of the career development component he or she will be working with, identifies the career development outcomes he or she hopes to achieve.

(86) The teacher then integrates or infuses career development activities into his/her original lesson activities to emphasize the desired career education outcomes.

(87) To illustrate how the infusion process works, let's look at an example that was developed by a Stevenson teacher.

The format you see is the format all participating teachers are using to develop their infusion lessons.

(88) As you can see by the heading, this teacher is dealing with the component of self-awareness in her Foods for Entertainment class.

(89) The lesson objective is to develop entertainment skills in a large group situation.

(90) This teacher's original lesson student outcomes, or what she wants the students to learn, are listed. (pause - 6 seconds)

(91) In order to infuse career development into her original lesson, the teacher selected subgoal 4.3 from the Reference Guide, which reads, "for the individual to demonstrate the ability to initiate and maintain interpersonal relationships."

(92) After identifying the subgoal and performance indicator that could be worked into her original lesson, the teacher than wrote her Career Development Student Outcome . . . . (pause - 4 seconds)

(93) The teacher then developed her lesson activities to accomplish the student outcomes or what she hopes the students will learn from the Holiday Open House. (pause - 12 seconds)

(94) This then is the infusion process. We took existing lesson outcomes and a career development outcome to create desired career education outcomes; then developed activities to accomplish these career education outcomes.

(95) The format the staff uses to develop these infusion lessons also provides space to list the evaluation procedure, an estimate of the time the lesson will take, supplies and equipment needed, resources and pre-planning tasks.

(96) During the fall semester of 1977-78 the leadership team (97) -- Project Director and Curriculum Specialist--were trained in the Michigan Model of Career Education by a consultant in career education. (98) They, in turn, trained thirty volunteer teachers from Stevenson High School in the Michigan Model (99) and assisted the teachers in writing twelve infusion lessons.

(100) During the spring semester of 1977-78, the participating teachers will implement the lessons (101). By June, over 900 students will have been exposed to the training in the concepts and skills of Career Development.

(102) During the spring semester, students involved in the project were pre-tesed (103) and will be post-tested to determine if progress was made in raising their level of career maturity so they can better plan and prepare for their life roles.

(104) At the conclusion of the project, 200 of the infusion lessons will be published to assist other schools infuse career education into their curriculums. In addition, Stevenson staff members will be available to assist others develop and implement infusion lessons.

(105) The ultimate goal of this project is to develop a model of comprehensive career education program for high school students (106)--one that will enable

them to understand the process of career development (107) and to plan and prepare more effectively for their life roles.

FINAL

EVALUATOR REPORT

PROJECT ENTICE

STEVENSON SENIOR HIGH SCHOOL
LIVONIA PUBLIC SCHOOLS
LIVONIA, MICHIGAN

PREPARED BY

ALAN C. KLAAS, PH.D.
PROJECT EVALUATOR

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FORWARD

Pursuant to the agreement between Dr. Alan C. Klaas and the Livonia Public Schools, this evaluation report is submitted for DHEW/Office of Education project number 554AH7034, grant number G007C0106 - "ENTICE: Enlisting Teachers in Infusing Career Education". Any opinions and/or conclusions contained herein are those of the Evaluator and not necessarily those of the Livonia Public Schools.

INTRODUCTION

This report covers the accomplishment of the 15 objectives contained in the project proposal. Each of the 15 objectives will be reported on the following pages. The Evaluator will then present observations concerning the project which were made from contact with teachers and students. The final section of this document will offer general conclusions related to the evaluation of the 15 objectives for the project and related to career education in general.

The content of this Evaluator Report is basically limited to the objective information contained in the results of the 15 objectives and direct observations made by the Evaluator at the site. Any additional observations which may be offered by the Project Director in some other document are not necessarily accepted or rejected by the Evaluator.

Any differences between the dates listed in the project proposal for the completion of objectives and the dates listed in this Evaluator Report had been approved by the Project Officer of the granting agency.

MAJOR GOAL I

To provide high school staff members with an understanding of the process of infusing career education into the curriculum and the capability of applying it into daily classroom lessons.

MAJOR GOAL I

Performance Objective 1: The Office of Career Education will select and provide, with the assistance of a nearby university, 16 hours of inservice training for the Project Director and Project Specialist in the Michigan Department of Education's Career Education Infusion Model by the month of January, 1978, as indicated in the minutes of each session.

The inservice training of the Director and Specialist in the Michigan Model of career education was conducted by Ms. Phyllis Robinson of the Wayne County Intermediate School District. Ms. Robinson is very knowledgable in the Michigan Model having done similar inservice training of teachers and other school people in the infusion process.

Table 1 shows that a total of 15 hours of training was provided to the Director and Specialist during the period November 5, 1977 to February 3, 1978. The componant of the Michigan Model which was treated in the session is indicated.

TABLE 1

Dates, Hours and Content of Director and Specialist Training

Date	Hours	Content
Nov. 5	5	Self Awareness
Dec. 2	3	Career Awareness and Exploration
Jan. 6	4	Career Decision Making
Feb. 3	3	Career Planning & Placement

Objective I-1 was accomplished.

MAJOR GOAL I

Performance Objective 2: The Director and Specialist will demonstrate their knowledge of the Michigan Model during the month of January, 1978, by scoring at least 90% correct on sections A, B, and C of the Michigan Department of Education's Personnel Planning Kit.

On February 7, 1978 the Director and the Specialist responded to the 36 items contained in sections A, B, and C combined. The responses were scored by hand by the Evaluator and the correct percentages were calculated by dividing the number correct into the total number of items.

The Director scored 97% correct.

The Specialist scored 92% correct.

Objective I-2 was accomplished.

MAJOR GOAL I

Performance Objective 3: The Director and Specialist will demonstrate their ability to apply the Michigan Model to classroom situations by writing 12 Career Education Infusion Examples by the month of January, 1978, acceptable to the university consultants.

The Director and Specialist completed the writing of 12 infusion examples during the period from December 1, 1977 to April 10, 1978. Nine infusion examples by each had been completed by February 7, 1978. The delay in completing the balance of their infusion examples was caused by their spending large amounts of time personally and individually assisting the teachers with infusion example development. The Director and Specialist were able to provide self written examples to the teachers during the inservice and subsequent infusion writing period.

Objective I-3 was accomplished.

MAJOR GOAL I

Performance Objective 4: The Project Director and Project Specialist will provide 30 high school teachers with 12 hours of inservice training in the Michigan Model by the month of January, 1978, as indicated in the minutes of each session.

In order to accomodate the scheduling desires of the teachers and to retain as many teachers as possible in the program, identical inservice workshops were run by the Director, Specialist, and consultant on an "after school" basis and on a during the school day "release time" basis. The first inservice session occured on a Saturday, but was discontinued due to disinterest in that meeting time.

Table 2 provides a summary of dates, hours, number in attendance, inservice time, and Michigan Model content for each of the inservice sessions. A total of 14 hours of inservice training was provided on an "after school" basis and an additional 14 hours provided on a "release time" basis. Additionally, 12 of the teachers participated in a 5 hour Saturday inservice session on the first topic.

TABLE 2

Dates, Hours, Number in Attendance, Inservice Time, and Content of Teacher Inservice Training Workshops

Date	Hours	Number in Attendance	Inservice Time	Content
Nov. 12	5	12	Saturday	Self Awareness
Nov. 15	5	13	After school	Self Awareness
Nov. 23	5	10	Release time	Self Awareness
Dec. 13	3	12	After school	Career Awareness & Exploration
Dec. 14	3	15	Release time	Career Awareness & Exploration
Jan. 12	3	13	After school	Career Decision Making
Jan. 17	3	13	Release time	Career Decision Making
Feb. 1	3	9	After school	Career Planning & Placement
Feb. 2	3	13	Release time	Career Planning & Placement

Objective I-4 was accomplished.

MAJOR GOAL I

Performance Objective 5: At least 24 (80%) of the teachers being trained will demonstrate their knowledge of the Michigan Model during the month of February, 1978, by scoring at least 80% correct on sections A, B, and C of the M.D.E. Personnel Planning Kit.

On February 14, 1978 26 of the teachers responded to the 36 items contained in sections A, B, and C of the Personnel Planning Kit. A minimum of 29 items correct of the total 36 items was needed to achieve 80% correct. As can be seen in Table 3, 22 of the 26 teachers achieve at least 80% correct. Therefor, 85% of the teachers achieved at least 80% correct on the items.

TABLE 3

Number Correct, Percent Correct, and Number of Teachers Achieving that Score on Sections A, B, and C of MDE Personnel Planning Kit

Number Correct	Percent Correct	Number of Teachers
34	94%	4
33	92%	2
32	89%	3
31	86%	6
30	83%	6
29	81%	1
28	77%	2
27	74%	2

Mean = 30.88 Mean Percent = 86%

Objective I-5 was accomplished.

MAJOR GOAL II

To develop materials suitable for use in the process of infusing career education into the high school curriculum.

MAJOR GOAL II

Performance Objective 1: The ENTICE Leadership Team, university consultant, and evaluator will develop during the month of October, 1977 criteria suitable for determining the effectiveness of the Infusion Examples.

CRITERIA FOR REVIEWING INFUSION LESSONS

Lesson Format

1. Has the heading been completely filled out?
2. Is the lesson objective clearly stated?
3. Is the lesson appropriate for the subject and grade level indicated?

Student Outcomes (Original Lesson and Career Development)

4. Are the student outcomes clearly stated?
5. Do the student outcomes adequately describe the behavior expected of the student upon completion of the lesson; are they measurable? (Do the students verbalize it, perform it, or write it?

Career Development Subgoal/Performance Indicator(s)/Objective(s)

6. Is the subgoal appropriate to the lesson?
7. Is the performance indicator(s)/objective(s) appropriate to the lesson?

Lesson Activities and Procedures

8. Do the activities appear in a logical sequence?
9. Are the activities sufficiently varied according to type (reading, role playing, viewing) to be appropriate for all students?
10. Is there an activity for every student outcome listed?
11. Are there enough activities to enable the student to attain the performance level described in the student outcomes?
12. Are the activities clearly described and sufficiently developed?

Time Estimate

13. Are time allotments realistic for the activities listed? Include total time.

Supplies/Equipment/Resources

14. Are the supplies/equipment/resources needed to implement the lesson adequately identified?
15. Are the supplies/equipment/resources likely to be available to classroom teachers?

Evaluation

16. Can the student behavior described in the career development student outcomes as well as the original lesson student outcomes be measured by the evaluation procedure?
17. Does the evaluation instrument include an identifiable student performance?

Pre-Planning Tasks

18. Has adequate lead time been given to obtain the supplies/equipment/resources?
19. Is the pre-planning task list complete?

Overall Infusion Lesson Plan

20. Is the lesson written clearly enough for it to be understood by a teacher who is unfamiliar with the writing process?
21. Is the total time span of the lesson reasonable? Is it too brief or too long?

Objective II-1 was accomplished.

MAJOR GOAL II

Performance Objective 2: Each teacher trainee will complete 12 Career Education Infusion Examples in his/her subject area during the months of January and February, 1978, acceptable to the Project Director and at least one consultant from the assisting university.

Beginning in mid-January the teachers slowly began producing infused lesson plans. The Director and Specialist devoted large quantities of time in individual assistance to teachers in order to encourage teachers to produce infusion examples. Page 12 contains an example of the infusion example form.

At the beginning of April the rate of lesson production had been low. Agreement was reached by the Director, the building Principal, and the District Board of Education Office of Career Education to provide a stipend to teachers to produce and infuse examples. The production rate increased slightly and the infusion rate increased.

After the school year was ended a workshop was held for the project teachers and for five additional teachers to write lessons to infuse career education.

Table 4 lists the number of teachers who had produced from 0 to 12 lesson examples by April 1, 1978 and by June 30, 1978.

TABLE 4

Number of Teachers Producing Numbers of Infusion Examples

Number of Examples Produced	Number of Teachers by April 1, 1978	Number of Teachers by June 30, 1978
12 or more	1	4
11	1	1
10	1	2
9	1	3
8	0	2
7	2	1
6	1	2
5	4	3
4	5	2
3	3	3
2	4	2
1	2	2
0	3	1

By April 1 a total of 122 infusion examples had been developed by the teachers plus 24 by the Project Director and the Specialist A total of 166 infusion examples had been completed whereas 360 had been expected. By June 30 the teachers in the project had developed 182 infusion examples, the five nonproject teachers had developed 16 infusion examples, and the Director and Specialist had developed 25 infusion examples. A total of 223 infusion examples were completed by June 30, 1978.

Objective II-2 was not accomplished.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness & Exploration Dates of Development 3/3/78

Lesson Objective (1)

For the individual to learn the use of a marine map to plot a course through a harbor.

Original Lesson Student Outcomes (2)

(1) Students will be able to plot a heading using a compass rose.

(2) Students will be able to correct magnetic headings to true.

(3) Students will learn to recognize symbols for water depth, rocks, wrecks, lights, coral reefs, etc.

(4) Students will be able to read latitude and longitude in degrees, minutes, seconds.

Career Development Subgoal (3)

7.1 For the individual to understand the relationship between leisure roles and life style.

Performance Indicator(s)Objective(s)(4)

For the individual to identify changing leisure periods throughout a lifetime, to give two examples of occupational areas which afford greater leisure time today, and to explore two leisure activities involving navigational skills: boating, scuba diving, and flying.

Career Development Student Outcomes(5)

(5) Students will be able to identify changing leisure periods throughout their lives.

(6) Students will name two occupations which offer more leisure today.

(7) Students will recognize how their navigational skills are useful in boating, scuba diving and flying.

Lesson Activities (6)

Activity Title: Plotting a Course

Procedures:

(1) Students plot a series of courses on a marine map using true and magnetic compass headings and signtings.

(2) Students answer questions regarding depth of water in fathoms and feet, nature of bottom, symbols, latitude and longitude.

(3) Class discussion of leisure time, occupations which afford greatest leisure, occupations which might make use of the skills learned in the lab exercise.

(4) Students will examine local marine maps and fishing charts of the Detroit River area as well as marine charts of the Caribbean Islands.

(5) A private pilot will present a lecture demonstration using flight charts and plotters. He will explain how flight instruments (Omni bearing selector and UOR) are used to automatically lock onto a heading.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
(1) Students submit marine map exercises. (2) Students submit a one page report summarizing the class discussion of leisure time and how navigational skills might be useful in their activities.	(1) Marine map (2 days) (2) Local marine maps and discussion (1 day) (3) guest speaker (1 day)	Drawing compasses. **Resources (10)** Marine maps Flight charts & plotters Private pilot (speaker)	(1) Obtain maps (2) Invite guest speaker

MAJOR GOAL II

Performance Objective 3: The teacher participants will teach 12 Infusion Examples during the Spring semester of 1978 as indicated in class plans and records, and then evaluate them according to the established criteria.

Beginning in early March, 1978 a few teachers were implementing the infusion examples. In order to improve the infusion effort and to provide a record of the infusion implementation the Director, the building Principal, and the District Board of Education Office of Career Education agreed to provide a stipend to teachers to report their implementation of infusion examples. Page 15 is a copy of the form used to report implementation.

Table 5 lists the number of teachers who had implemented from 0 to 12 examples by April 1, 1978 and by June 16, 1978.

TABLE 5

Number of Teachers Implementing Numbers of Infusion Examples

Number of Examples Implemented	Number of Teachers by April 1, 1978	by June 16, 1978
12 or more	1	3
11	0	0
10	1	1
9	0	0
8	0	1
7	0	2
6	1	1
5	3	4
4	1	1
3	3	2
2	1	0
1	4	2
0	13	11

By April 1 a total of 57 infusion examples had been implemented. By the close of the school year a total of 109 infusion examples had been implemented by project teachers and 4 implemented by the additional teachers mentioned in the previous objective. A total of 113 infusion examples were implemented.

There are two very striking items in the data for this objective which are important to interpretation of the five objectives on Major Goal III concerning student achievement on career education instrumentation. The first item is that of 109 implemented infusion examples tried by the 28 project teachers, four teachers accounted for 49 of the implemented examples. In other words, 45% of the implemented examples were tried by 14% of the project teachers. The second item is that 11 teachers (40% of the total 28) did not implement a single infusion example.

Objective II-3 was not accomplished.

Project ENTICE
ADLAI E. STEVENSON HIGH SCHOOL

Infusion Lesson Evaluation

Date(s) Implemented_____

Date(s) Evaluated_____

Comments (i.e., changes and/or effectiveness, etc.):

Teacher's Signature_____ Date_____

MAJOR GOAL II

Performance Objective 4: The Project Director and Project Specialist will compile and publish 200 Infusion Examples by June, 1978, which have met the criteria established in Objective 1.

At the writing of the Evaluator Report the Project Director was in the final stages of preparing the 200 examples for publication.

Objective II-4 will have been accomplished.

MAJOR GOAL II

Performance Objective 5: The Leadership Team and ENTICE teacher participants will compile a slide/tape presentation suitable for teachers, students, and community explaining the Michigan Model. The slide/tape presentation content will meet the criteria of university consultants.

The slide/tape presentation has been completed and used in presentations describing the career education infusion process in a high school setting. Students from photography classes taught by a participating teacher contributed some of the photography. The consultant approved of the content of the slide/tape.

MAJOR GOAL III

To provide high school students with a curriculum infused with career education concepts and skills.

GENERAL PROCEDURES FOR MAJOR GOAL III

The data collection process for the five Performance Objectives within Major Goal III was the same. First, each teacher was asked to indicate which of the four componants of the Michigan Model of career education the teacher anticipated spending class time infusing. The students in that teacher's classes were then administered the corresponding instrument.

Performance Objectives One and Five were associated with Planning and Placement from the Michigan Model. Performance Objective Two was associated with Self Awareness from the Michigan Model. Performance Objective Three was associated with Decision Making from the Michigan Model. Performance Objective Four was associated with Career Awareness from the Michigan Model.

Each student was administered one randomly selected instrument on a per class section basis from the four componants which the teacher had indicated. The instruments were administered by the classroom teacher in regular class sessions. Each student indicated which of the project teachers that student had for classes in which the teacher had planned career education infusion activities.

The responses were placed on the machine scorable answer sheets utilized by the data processing service of the Livonia Public Schools. The answer sheets were scored using the Test Analysis Program on the Livonia Public Schools' IBM 360 computer. Statistics were computed on a Texas Instruments SR-52 programmable calculator with programs provided by the Texas Instruments Corporation and programs written by the Evaluator.

The pretest was conducted on February 7, 1978. The posttest was conducted on June 1, 1978.

Prior to the administration of the instruments, the Project Director and the Evaluator screened the instruments to be used as specified in the project proposal. The instruments were not wholly satisfying. The chief

problem was two-fold. It was impossible to predict at the pretesting what specific content the teachers would choose to teach infuse. The second part of the problem was that the concepts under the four career education componants are so broad that any test choosen would have been equally questionable in terms of the test reflecting content of infused instruction.

The Director and Evaluator decided to retain the project proposal's delineated instruments as being no worse than any other commercially available instruments. The Director and Evaluator did undertake to remove those specific items which seemed to be far removed from the likely infusion effort on the part of the teachers. In the succeeding sections for each Performance Objective the removed items will be noted.

The removal of the items did not have any adverse effect upon the quality of the total instrument. The item discriminations remained of good quality. No instrument was shorted to any significant degree so as to detract from the reliability of the instrument.

The one-tailed t-test for independent samples as formulated in Glass & Stanley, Statistical Methods in Education and Psychology was used for all analyses. The .05 level of statistical significance was used for all statistical comparisons.

The analysis undertook to examine one aspect not outlined in the project proposal. The assertion was made that those students who had classes from two or three of the infusing teachers might receive higher scores at posttesting then the students having only one infusing teacher. The analysis divided the group into either of two "exposure" levels. The data presented in the type style of this sentence represents data from students who only had one infusing teacher during the semester. *Data in italic represents data from students who had two or three infusing teachers during the semester.* Perhaps this additional analysis will be helpful the the US Office of Career Education.

MAJOR GOAL III

Performance Objective 1: The ENTICE students will demonstrate their increased use of career education resources by scoring significantly higher (at the .05 level) on Unit 4, Part A of the Assessment of Career Development between the months of February and June, 1978.

For this performance objective the indicated instrument was used. However, as outlined in the general procedures section for Major Goal III, not all of the items items were used. The items from 1 through 25 and 33 were used. The remaining items were omitted because the teachers were not expected to infuse the material covered by the item. For this instrument the item responses were: 1 = Never, 2 = Once or twice, and 3 = Several times.

Table 6 contains the mean item scores for the pretesting and the posttesting. At the bottom of the respective columns are the mean and standard deviation of the 26 item means listed. Also at the bottom of the columns is the number of students who responded to the instrument in each of the four groups.

Four statistical comparisons are provided at the bottom of Table 6. The first two comparisons are between the one teacher group and the more than one teacher group for the two testing sessions. The comparisons resulted in probability levels greater than .05. The conclusion is that there was no difference between the one teacher student responses and the more than one teacher student responses.

The second pair of statistical comparisons are the substance of the Performance Objective. For both the one teacher group and the more than one teacher group a small gain in scoring was observed from the pretest to the posttest. Neither gain was large enough to be significant at the .05 level.

The students indicated that they had engaged in the career planning activities covered in the instrument slightly less than once or twice.

The students did not demonstrate an increase in the frequency of career planning activities between February and June, 1978.

TABLE 6

Item Response Comparisons for Career Planning Activities

Item Number	PRETEST ITEM MEANS One Teacher Mean	*More Than One Teacher Mean*	POSTTEST ITEM MEANS One Teacher Mean	*More Than One Teacher Mean*
1	1.98	*2.17*	1.96	*2.17*
2	2.01	*2.11*	2.18	*2.36*
3	1.92	*2.03*	1.96	*2.08*
4	2.18	*2.17*	2.07	*2.02*
5	1.82	*1.92*	2.13	*2.17*
6	1.71	*1.69*	1.80	*1.81*
7	1.40	*1.47*	1.43	*1.45*
8	1.52	*1.41*	1.51	*1.55*
9	1.75	*1.79*	2.06	*2.04*
10	1.40	*1.51*	1.41	*1.58*
11	1.43	*1.46*	1.47	*1.58*
12	1.62	*1.75*	1.66	*1.74*
13	1.59	*1.67*	1.66	*1.74*
14	1.27	*1.35*	1.36	*1.38*
15	1.48	*1.50*	1.47	*1.49*
16	1.38	*1.39*	1.36	*1.45*
17	1.51	*1.60*	1.64	*1.66*
18	1.58	*1.55*	1.57	*1.55*
19	1.48	*1.65*	1.43	*1.47*
20	1.77	*1.74*	1.77	*1.96*
21	2.26	*2.20*	2.32	*2.53*
22	1.64	*1.63*	1.77	*1.91*
23	1.99	*2.23*	2.22	*2.21*
24	2.50	*2.53*	2.58	*2.55*
25	1.74	*1.62*	1.59	*1.72*
33	2.18	*2.23*	2.30	*2.34*
Total Mean	1.717	*1.783*	1.790	*1.870*
Stand. Dev.	0.306	*0.325*	0.350	*0.350*
Number	159	*74*	116	*53*
t-value =	+0.754		+0.824	
d.f. =	50		50	
probability =	.227		.207	

Pretest-Posttest Difference for One Teacher Group
t = +0.801 df = 50 prob. = .213

Pretest-Posttest Difference for More Than One Teacher Group
t = +0.929 df = 50 prob. = .179

MAJOR GOAL III

Performance Objective 2: The ENTICE students will demonstrate their increased self awareness by scoring significantly higher on Part I of the Career Maturity Inventory between the months of February and June, 1978.

This Performance Objective was measured with all 20 items on the indicated instrument.

Table 7 presents the mean score, the standard deviation, and the number of responding students for each testing and each teacher frequency grouping. At the pretesting, the more than one teacher group scored slightly higher than one teacher group but at a nonsignificant level. The same was true for the posttesting.

Both the one teacher group and the more than one teacher group experienced a decrease in scoring between February and June, 1978. The decrease was a statistically significant amount.

TABLE 7

Mean Responses for Knowing Yourself

Group	Mean	S.D.	N	t-value	df	prob.
PRETEST						
One Teacher	13.034	3.733	145	+1.44	189	.076
More Than One Teacher	*13.913*	*3.217*	*46*			
POSTTEST						
One Teacher	12.151	3.486	170	+0.64	222	.261
More Than One Teacher	*12.500*	*3.484*	*54*			

Pretest-Posttest Difference for One Teacher Group
t = -2.169 df = 313 prob. = .015

Pretest-Posttest Difference for More Than One Teacher Group
t = -2.093 df = 98 prob. = .019

MAJOR GOAL III

Performance Objective 3: The ENTICE students will demonstrate their increased sophistication in making decisions by scoring significantly higher on items 28 through 40 on Unit 5 of the Assessment of Career Development between the months of February and June, 1978.

For this objective the items were heavily reviewed. The Director and Evaluator determined that the inclusion of several additional items and the deletion of other items would more effectively measure the possible content of the infusion undertaken by project teachers. The following items were used in the assessment: 1, 3, 4, 5, 16, 18, 19, 20, 21, 22, 28, 29, 33, 36, 37, 38, 39, 40.

Table 8 presents the mean score, the standard deviation, and the number of responding students for each testing and each teacher frequency grouping. The pretest scores and the one teacher group posttest scores were almost equal to each other. The posttest scores for the more than one teacher group were markedly and statistically lower. A search of subject scores and of item response frequencies did not reveal any specific reason for this markedly lower scoring.

The students in the one teacher group did not demonstrate increased scoring between February and June, 1978.

The students in the more than one teacher group demonstrated a significant decrease in scoring between February and June, 1978.

TABLE 8

Mean Responses for Career Planning Knowledge

Group	Mean	S.D.	N	t-value	df	prob.
PRETEST						
One Teacher	12.005	2.882	202	+1.105	292	.135
More Than One Teacher	*12.392*	*2.550*	*92*			
POSTTEST						
One Teacher	12.122	3.315	164	-3.671	236	.000
More Than One Teacher	*9.973*	*5.652*	*74*			

Pretest-Posttest Difference for One Teacher Group
t = +0.361 df = 364 prob. = .359

Pretest-Posttest Difference for More Than One Teacher Group
t = -3.669 df = 164 prob. = .000

MAJOR GOAL III

Performance Objective 4: The ENTICE students will demonstrate their increased knowledge of careers by scoring significantly higher on Unit 1 of the Assessment of Career Development between the months of February and June, 1978

This Performance Objective was measured by the first 43 items of the designated instrument.

Table 9 presents the mean score, the standard deviation, and the number of responding students for each testing and each teacher frequency grouping. The more than one teacher group pretest scores and the posttest scores for both groups were very similiar. The one teacher group pretest score was significantly higher.

The students in the one teacher group demonstrated a significant decrease in scoring between February and June, 1978.

The students in the more than one teacher group did not demonstrate increased scoring between February and June, 1978.

TABLE 9

Mean Responses for Job Knowledge

Group	Mean	S.D.	N	t-value	df	prob.
PRETEST						
One Teacher	33.055	5.791	219	-2.019	301	.022
More Than One Teacher	*31.524*	*6.204*	*84*			
POSTTEST						
One Teacher	31.859	7.151	163	-0.772	253	.220
More Than One Teacher	*31.152*	*6.785*	*92*			

Pretest-Posttest Difference for One Teacher Group
t = -1.805 df = 380 prob. = .036

Pretest-Posttest Difference for More Than One Teacher Group
t = -0.378 df = 174 prob. = .353

MAJOR GOAL III

Performance Objective 5: The ENTICE students will demonstrate their increased request for planning and placement services by scoring significantly higher on Unit 4 Part B of the Assessment of Career Development between the months of February and June, 1978.

The seven items in the Reactions to Career Planning Activities section of ACD were used to have the students indicate their use of the career planning materials provided by the school The item responses were coded: 1 = Help not provided, 2 = Little help, 3 = Some help, 4 = A lot of help.

Table 10 contains the mean item scores for the pretesting and the posttesting. At the bottom of the respective columns are the mean and standard deviation of the 7 item means listed. Also at the bottom of the columns is the number of students who responded to the instrument in each of the four groups.

Four statistical comparisons are provided at the bottom of Table 10. The first two comparisons are between the one teacher group and the more than one teacher group for the two testing sessions. The comparisons resulted in probability levels greater than .05. The conclusion is that there was no difference between the one teacher student responses and the more than one teacher student responses.

The second pair of statistical comparisons are the substance of the Performance Objective. For both the one teacher group and the more than one teacher group no significant differences were observed from the pretest to the posttest.

The students indicated that the school provided between "little help" and "some help" in planning and placement services.

The students did not demonstrate an increase in their assessment of their requests for planning and placement services between February and June, 1978.

TABLE 10

Item Response Comparisons for Reactions to Career Planning Activities

Item Number	PRETEST ITEM MEANS: One Teacher Mean	PRETEST ITEM MEANS: *More Than One Teacher Mean*	POSTTEST ITEM MEANS: One Teacher Mean	POSTTEST ITEM MEANS: *More Than One Teacher Mean*
39	2.78	*2.35*	2.64	*2.77*
40	2.46	*2.43*	2.41	*2.76*
41	2.44	*2.52*	2.14	*2.56*
42	2.60	*2.36*	2.29	*2.39*
43	1.86	*1.75*	1.67	*1.75*
44	2.54	*2.43*	2.58	*2.70*
45	3.16	*3.07*	3.09	*3.33*
Total Mean	2.549	*2.416*	2.403	*2.609*
Stand. Dev.	0.392	*0.385*	0.443	*0.477*
Number	198	*84*	156	*57*
t-value =	-0.599		+0.837	
d.f. =	12		12	
probability =	.280		.209	

Pretest-Posttest Difference for One Teacher Group
t = -0.653 df = 12 prob. = .263

Pretest-Posttest Difference for More Than One Teacher Group
t = +0.646 df = 12 prob. = .265

EVALUATOR OBSERVATIONS

The major purpose of this Evaluator's Report is to report and discuss the data concerning the 15 project objectives. Understanding of these data is assisted by relating three observations which were made by the Evaluator in summary of the many visits which were made to the project high school.

The first is that the teachers continually expressed interest in career education. Yet they also expressed dissatisfaction with the reporting of infusion example writing. They were unwilling to devote the necessary time to carefully detailing the infusion examples as requested on the form (see page 12 for an example of the form). The teachers had available already written infusion examples but did not use the examples. Whether this means that teachers were only willing to infusion activities which they had written and understood, or this means that the teachers had been excessively focused on implementing the lessons which they had written is impossible to say. The general observation was that the teachers were reluctant to put in the required time and effort to construct will designed infusion examples.

The second observation is that the Project Director put forth large amounts of effort in an attempt to meet objectives II-2 and II-3. The Project Director did not give up when resistance was met. The Project Director continually sought other mechanisms to facilitate teachers in meeting those two objectives. The general observation is that the Project Director was able to accomplish all that could have been accomplished.

The third observation is that despite the lack of improvement in scoring on the part of the students there seemed to be impact on the students by the presence of the project in the building. Particularily interesting is that the Career Resource Center always had students utilizing the information. Students were present in mornings or afternoons almost every day.

GENERAL CONCLUSIONS

The general conclusions which are offered are divided into three parts. The first part will describe and discuss those conclusions which could be considered to be negative to the project. The second part will describe and discuss those conclusions which could be considered to be positive to the project. The third part will relate some project outcomes which related to the general discipline of career education.

Outcomes Negative to Project

The following objectives were not met or the criterion of success was not realized:

Objective II-2. 223 of the expected 360 infusion examples were written.

Objective II-3. 113 of the expected 360 infusion examples were implemented.

Objective III-1. Students did not demonstrate increase in the frequency of career planning activities between February and June, 1978.

Objective III-2. Students did not demonstrate increase in self awareness.

Objective III-3. Students did not demonstrate increased sophistication in making decisions.

Objective III-4. Students did not demonstrate increased knowledge of careers.

Objective III-5. Students did not demonstrate increase in their assessment of their requests for planning and placement services.

Really only one thing needs to be said concerning the failure to accomplish the five objectives in Major Goal III. The cause of that failure was guaranteed by the failure of the teachers to implement infusion examples. Only 4 teachers implemented 45% of the examples which were infused.

The central question to the project evaluation is why were Objectives II-2 & 3 not met? Why did so few teachers write and implement the infusion examples? Two primary reasons are advanced. The first is that the report forms were so cumbersome as to kill enthusiasm. The second is that the teachers really did not care that much to be willing to put forth the effort.

The first reason, cumbersome forms, seems to most closely fit reactions of the teachers. However, when the forms were developed the detail of the forms was extensively discussed. The decision had been made that in order for career education to make some impact on students the teachers would need to be more systematic in their infusion efforts then merely throwing out to the students some quick idea which the teacher had dreamed up. Good infusion requires careful thought. Good infusion means being aware of how the lesson fits into the general field of career education. The point is that having a simpler form was felt to so water down the possible lesson content that the lesson would not be worthwhile. The point deserved further investigation in discussion or other projects.

The second reason, teachers do not care, is difficult to consider. On the one hand the project teachers largely expressed interest in career education. However, a similar project on infusion in the Detroit Public Schools also found that even when teachers are paid to write lessons, they do not produce lessons even close to the expected frequency. Getting teachers to write and infuse career education examples is a much more difficult task than was expected.

Outcomes Positive to Project

The following objectives were met or accomplished:

Objective I-1. Project Director and Specialist were successfully trained.

Objective I-2. Project Director and Specialist scored above criterion on test of career education knowledge.

Objective I-3. Project Director and Specialist completed 12 infusion examples.

Objective I-4. Training was provided for the project teachers.

Objective I-5. The project teachers scored above the criterion on a test of career education knowledge.

Objective II-1. Criteria for infusion examples was established.

Objective II-4. 200 infusion examples were compiled and published.

Objective II-5. A slide/tape presentation was completed.

The procedural events and training events under the control of the Project Director were accomplished. The training of the teachers seems to have been effective in that the teachers scored above the criterion on a test of their knowledge of the Michigan Model of career education.

The two products of the project, 200 infusion examples and slide/tape, should be very useful in explaining career education to both professionals and community persons. Both products were well done.

Although not objectively indicated, the teachers have largely expressed interest in using the infusion examples during the coming school year. These teachers will not be compensated or otherwise rewarded for that effort, but will be doing the infusion because of some interest in career education. The school seems to have appreciated career education efforts. The building principal has expressed that the Project Director will be receiving some released time to serve in career education during the coming year. This too will be without outside funding.

Outcomes to General Career Education

The following are felt to be outcomes of the project which have wider application to career education in general.

First, the discipline of career education does not have any sequencing of content. Teachers are taught general premises of career education and then left to their own devises to invent specific lessons. The teacher has no idea of what the student may have previously encountered or what the student is expected to encounter. Should the teacher deal with job knowledge or decision making or both. The result is that teaching and learning of career education concepts depends entirely upon the chance of teacher choice of instruction. It is difficult to visualize that a student finishing several years of education would necessarily have had exposure to all the career education content. There is no systematic order of presentation of material so that at the end of four, eight or twelve years of education the school will be able to say exactly what career education content the student has been taught.

This lack of sequencing problem leads directly to the second general outcome. The identification of content to be measured in the evaluation of career education programs is impossible. The result is that instruments are chosen because of general fit to general objectives. However, if the instrument deals with drafters (as in job knowledge for instance) but the teachers do not teach about drafters then the program will appear to have failed to teach anything about job knowledge. The result is dissatisfaction with the instruments on the part of teachers, project leaders and even evaluators. Unfortunately, until career education is content sequenced this situation will not be changed. Evaluators will continue to evaluate using items only marginally related to specifically what goes on in the classroom.

Given the lack of specificity of instructional content a third general outcome is suggested. Allowing one year for a project of this type did reveal that teachers could be trained to sufficient levels of knowledge of career education. The project teachers were not sufficiently conversant in career education to assemble and infuse 12 lessons in a period of more than 12 weeks. To expect student scoring gains after such a short period of time together with the lack of prior content knowledge and the general nature of the instrumentation which is available to one year projects is quite unreasonable. What the project found was that within a period of one year a high school starting career education, without prior teacher dedication to career education, can expect to get as far as teaching the teachers to know the general principles of career education.

Thus, the fourth general outcome is the observation that infusing career education into a high school requires far more time than the project (and others in career education) seemed to have originally predicted. To expect student knowledge change within the first year of project startup is unreasonable.

In looking at the events of the project, one final general observation is offered. Between training teachers in career education and students scoring increases on tests are a large number of steps: 1) Did the teacher learn the concepts of career education, 2) Can the teacher identify learning activities for career education, 3) Can the teacher construct a quality lesson to communicate career education concepts, 4) Did the teacher effectively teach the chosen concept, 5) Did the students learn the concept being taught, 6) Can the student express their knowledge in the manner of the instrument, and finally 7) Will the students score higher on a career education test. Any breakdown in the chain will give the appearance of project failure. In fact the project may only succeed at step one or may succeed

all the way to step six. However the results will be the same. The point is that the simplistic approach of looking at student scoring gains as the criterion of project success is overly simplistic. Unfortunately this simplist approach to evaluation is the only possible approach when in order to get funded the project must promise to attempt to complete all seven steps within one year and hold the evaluation budget to a minimum.